

# Gwyn Jones Primary

Hainault Road, London, E11 1EU

**Inspection dates** 25–26 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children get off to a good start in the Nursery and Reception classes. They make particularly good progress in communication and language and in their personal and physical development.
- Pupils continue to make good progress through Years 1 to 6 as a result of good teaching and their consistently positive attitudes to learning.
- Pupils are enthusiastic and confident learners. They show high levels of respect and cooperate well with each other and with adults. As a result, the school is calm and purposeful.
- Behaviour in lessons and around the school is typically good; pupils feel safe, are polite and courteous.
- Teaching is good and provides a wide range of activities that motivate and inspire pupils.
- School leaders share a commitment to providing the very best for every pupil. They know the school well and understand what has to be done to improve further.
- The acting headteacher has quickly gained the confidence of staff, parents and pupils. She is playing a key role in restoring confidence following a period of change.
- The governing body has a clear overview of the school's strengths and areas for development. They have steered the school well through a period of transition and growth.

### It is not yet an outstanding school because

- In some lessons, work is not challenging enough for the most able pupils
- Marking does not always help pupils to improve. Pupils do not always get the time to act upon the advice teachers give about their work.
- A significant minority of parents does not believe that the school consults or communicates with them well enough.

## Information about this inspection

- During the inspection 14 lessons were observed. Two joint observations were conducted with the acting headteacher.
- Inspectors observed the behaviour of pupils at breaktime, lunchtime and around the school.
- Meetings were held with senior leaders, teachers, pupils, members of the governing body and a representative from the local authority.
- The inspection team reviewed a range of documents, including the school's plans for improvement, behaviour logs and the school's information on pupils' current progress.
- Inspectors took account of the 37 responses to the online Parent View and held informal discussions with a sample of parents and carers.
- Inspectors considered the views expressed in survey responses from 21 staff.
- Inspectors visited the breakfast and after-school clubs.

## Inspection team

John Sweet, Lead inspector

Additional Inspector

Angela Podmore

Additional Inspector

Gillian Bosschaert

Additional Inspector

## Full report

### Information about this school

- Gwyn Jones is a larger-than-average-sized primary school. The school is growing and there are currently two classes in each year group, except in Years 4, 5 and 6.
- The proportion of pupils who are learning to speak English as an additional language is well above average.
- The proportion of pupils from minority ethnic backgrounds is well above average.
- The proportions of disabled pupils and those who have special educational needs supported through school action are below average. The proportion of pupils supported at school action plus or with a statement of educational needs is below average.
- The proportion of pupils supported by the pupil premium is below average. This is additional government funding for looked after pupils and those pupils known to be eligible for free school meals.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The headteacher was not at school during the inspection. The recently appointed deputy headteacher is currently acting as the headteacher, with support from colleagues in a local school. That school is part of the Tollgate Teaching School Alliance.

### What does the school need to do to improve further?

- Improve teaching by making sure that:
  - the work set for more able pupils is always challenging enough
  - pupils are given the time to respond to the comments teachers make about their work in books
  - pupils are always given clear guidance on how they can improve.
- Increase the level of confidence that parents have in how well the school consults and communicates with them.

## Inspection judgements

### The achievement of pupils

is good

- Children in the Nursery and Reception classes join the school with skills that are broadly typical for their age. However, there is a very wide range of starting points in each cohort, with some pupils having very little English.
- More children in the current Reception year have made a good level of development than in previous years. Children are enthusiastic in their attempts at early writing and make good progress. Their physical development is also good because they are encouraged to undertake a range of activities outside that improves their strength and coordination.
- Attainment in Key Stage 1 in reading, writing and mathematics has been slightly below average since 2010. However, because the school has quickly put successful measures into place, many more pupils are now reaching higher standards than was previously the case.
- Pupils make good progress in reading as a result of the solid foundations laid in the Nursery and Reception classes. In Year 1, most pupils know the sounds that letters make and can read a wide range of words. By the time pupils are in Years 5 and 6, they are able to tackle a range of challenging texts.
- All groups of pupils, including those who are learning to speak English as an additional language and those from different ethnic groups, make good progress. Regular progress checks ensure that if there is any sign of pupils falling behind, prompt action is taken to address it.
- Disabled pupils and those with special educational needs make good progress from their starting points. This is because their progress is regularly checked. They are well supported by skilful staff who have been specifically trained for the job.
- Pupils make good progress in Key Stage 2. Progress in mathematics was slower for some pupils in 2013, but the school acted quickly to address this. Current school records show that the vast majority are now making at least good progress in this subject.
- The most able pupils across the school generally achieve well. More pupils are now reaching the higher levels in reading and mathematics in both key stages. However, their progress is limited when pupils are set work which is not challenging enough.
- Attainment at the end of Key Stage 2 has been above the national averages in writing and in spelling, punctuation and grammar for three years.
- The school carefully checks the progress of pupils known to be eligible for free school meals or who are looked after. In 2013, Year 6 pupils from this group reached standards which were above average in both English and mathematics. However, the school is aware that they were still three terms behind their peers in school. The most up-to-date records held by the school show that this gap is being quickly closed across the school.

### The quality of teaching

is good

- Teachers have high expectations of the pupils and this is reflected in the good progress pupils make. Pupils also have high expectations of themselves.
- Pupils say that teachers plan interesting lessons which are fun and engage their interest. Discussion is a regular feature of lessons and pupils are very keen to contribute their views during these sessions. Work is generally well matched to what pupils understand, know and can do. However, in some lessons, work for the more able is not challenging enough.
- Books are regularly marked and pupils are given helpful feedback about what they have done well. Sometimes, pupils are involved in marking and assessing their own work or the work of their classmates. However, the advice that pupils are given does not always make clear what they need to do to improve. Pupils are not always given the time to act upon the comments teachers make about their work in books.
- The school makes good use of visiting teachers, parents and other volunteers to add to the experience of pupils. One class was enthralled and totally absorbed listening to a parent read a

story as part of the book week activities.

- The teaching of physical education and sport is a particular strength. This is as a result of the excellent work undertaken with the support of the new primary school sport funding. This work is improving pupils' skills in a range of sports. Teachers are learning new techniques through working alongside a specialist coach.
- Staff ensure that the atmosphere in school is conducive to learning. Relationships are good and classrooms are attractive and welcoming.
- Teaching assistants are deployed well to support pupils' learning. As a result of the well-coordinated training provided, they have good subject knowledge and are effective in helping pupils make good progress.
- Standards in mathematics are now higher because teaching has improved as a result of training provided for staff over the course of the year. Pupils now study a wider range of topics and are using what they have learned to solve problems. For example, pupils in a Year 6 mathematics lesson enjoyed planning a camping trip with a strict budget limit.
- Homework is set every week and supports the learning taking place in class. In addition, it promotes regular practice in reading, spellings and times tables.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. This is the case both in lessons and around the school. Pupils respond to instructions quickly, tidy up when required and time is rarely wasted as a result of poor behaviour.
- Behaviour is not outstanding because some pupils are slow to settle after the lunchtime break.
- Pupils' attitudes to learning are very good. In lessons, pupils are keen to answer questions and eager to learn new skills and knowledge. They concentrate well, enjoy their work and are willing to take responsibility for their behaviour and learning.
- Parents say that pupils are happy to come to school. Pupils attend regularly and arrive at school punctually. This reflects pupils' enjoyment of school. There have been no fixed-term or permanent exclusions in the last two years.
- Pupils' spiritual, moral, social and cultural development is very well promoted. Pupils show a thorough understanding of how their behaviour affects others. They also take great delight in learning about the range of cultures and faiths present in the school and beyond.
- Pupils are proud of their school and display high levels of respect to other pupils and adults alike. They take pride in their environment, their belongings, books, and other school equipment. They are keen to keep the school clean and tidy.
- The school's work to keep pupils safe is good. Pupils say that they feel safe, that bullying is now rare and they know what to do if they have concerns. Pupils are knowledgeable about all forms of bullying and e-safety.

### **The leadership and management** are good

- The acting headteacher has a clear idea of what the school does well and what could be improved. She is well supported by an enthusiastic and capable group of middle leaders who share her commitment to providing the very best for the pupils.
- The school has benefited greatly from the support of a nearby school over a difficult period of change. Colleagues from this school have helped with the support of newly qualified teachers and undertaken a number of management tasks. As a result of this support, the school and the governors now have an accurate view of the school's strengths and areas to improve. Rapid progress has been made in addressing the objectives in the school development plan. For example, the relative weaknesses in the teaching of mathematics identified in the autumn term 2013 have been successfully addressed.
- The school enjoys good relationships with most parents, but a significant minority feels that

communication with them could be improved. Parents spoken to during the inspection spoke about not feeling in touch with how well their children are progressing.

- The school supports staff well and ensures that training provided is well matched to need. The work of all staff is regularly checked and the information resulting from this process is used to improve practice.
- The school meets the wide range of needs of all pupils. No pupils are excluded from activities and staff are very effective in helping those pupils who find learning hard. School leaders are rigorous in tackling discrimination and there is a very low incidence of recorded bullying, harassment or use of racist language.
- The school offers an exceptional range of experiences beyond the classroom, including many exciting outings and residential experiences. During the inspection, pupils were enjoying a book week, which included a fantastic parade of characters and a range of visitors. A Year 3 class were on a visit to the Physic Garden in Chelsea as part of a science project. All of these experiences greatly enhance pupils' learning and enjoyment of school and promote the pupils' spiritual, moral, social and cultural development.
- The local authority played an important role in alerting the school to potential pitfalls and arranged a rigorous external review of governance. They have continued to support the school during a period of uncertainty and work effectively in partnership with the school and the Tollgate Teaching School Alliance.

■ **The governance of the school:**

- The governing body is now well informed about the work of the school through its committee meetings, visits to the school during the day and other checks. Governors regularly meet with key staff and take part in learning walks. They receive reports from staff on all aspects of the school's work. This enables them to ask the right questions and hold school leaders to account.
- The governing body, ably led by the Chair, has provided good support and challenge to the school during a period of great change. Most importantly, they have commissioned additional support from a local teaching school alliance in order to strengthen the school's leadership team and help them maintain standards. This has been very effective in helping the school to continue to improve at a time when developments could have stalled.
- Governors have ensured that the promotion of teachers is clearly linked to performance. They undertake the performance management of the headteacher with the support of an external consultant.
- Governors know how the pupil premium grant has been used and what the impact has been. As a result of their challenge on this matter, the school has developed much more sophisticated ways of measuring the impact of this funding. They have also overseen the spending of the primary sport funding. Governors undertake a range of training opportunities and fulfil their statutory duties. All safeguarding arrangements meet requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	103074
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	439506
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	346
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jo Cook
<b>Headteacher</b>	Ms Christine Bott
<b>Date of previous school inspection</b>	16–17 June 2009
<b>Telephone number</b>	020 8556 7904
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