

Inspection of a good school: William Davis Primary School

Wood Close, Cheshire Street, London E2 6ET

Inspection dates:

26–27 November 2019

Outcome

William Davis Primary School continues to be a good school.

What is it like to attend this school?

This is a friendly, happy school where pupils feel safe, welcome and included. Each morning leaders and teachers greet pupils, parents and carers warmly, ready to listen to any questions or concerns that they may have. Parents are very positive about the school. One parent summed up the views of many: 'I am proud to say to others my children attend William Davis.'

Leaders and teachers expect pupils to work hard and play nicely together. Pupils come to school regularly, arrive on time and are ready to learn. Whether in class, in the playground or out and about around the school, pupils know the rules and follow them. Pupils said that there is hardly any bullying. If it happens, they can tell a teacher and the teacher deals with it.

Leaders make sure that pupils learn to communicate well. In lessons pupils have good opportunities for developing speaking and listening skills. Pupils speak with confidence and clarity about their school, their work and their likes and dislikes.

Leaders also make sure that pupils benefit from learning outside school. Pupils' knowledge deepens through visits to interesting places and meeting invited visitors.

What does the school do well and what does it need to do better?

Leaders are clear about what pupils should learn in most subjects from early years through to Year 6. Leaders and teachers have worked together to write detailed plans for most subjects. This is the case for reading, writing, mathematics, history, geography, science and religious education.

Planning for the remaining subjects of the national curriculum is not as precise. For example, the order in which concepts will be taught in design and technology and art is not finalised. Leaders are aware that they have more work to do to ensure that pupils securely build their knowledge and skills in design and technology, physical education

(PE), art, music and personal, social and health education (PSHE).

Teachers teach phonics every day. These lessons help the youngest pupils gain the knowledge they need to develop early reading skills. Teachers support parents to help their children to read. This includes tips for checking understanding of new words and ideas for making up stories together. Teachers make sure that any pupil at risk of falling behind is given extra help to keep up with their phonics.

Older pupils can read more difficult books with ease. Pupils in Year 4 discussed the character Kate in 'The Suitcase Kid'. They were keen to find clues in the story as to whether Kate was 'kind', 'bossy' or 'selfish'. Year 4 pupils also enjoyed practising their research skills. They were fully absorbed in finding out about animals and ancient tribes living in the rainforest and risks to the rainforest environment.

Teachers plan carefully so that pupils become budding historians or scientists. In history, Year 3 pupils worked together to answer big questions such as 'Why were pyramids built?' They read and considered clues showing genuine curiosity. Pupils in Year 6 understood the consequences of bombing raids during the Second World War. One pupil reflected, '...both sides suffered a lot.' In science Year 1 pupils learned how to classify animals and identify different body parts.

Pupils with special educational needs and/or disabilities (SEND) learn alongside their peers in all subjects. They receive the help they need to learn in smaller, more manageable steps. Leaders also make sure that pupils who are disadvantaged do not fall behind. These pupils are achieving well and in line with their peers.

Leaders and teachers do not always check systematically what pupils have learned and understood. This means that possible gaps in pupils' knowledge can be missed.

Teachers take advantage of the school's proximity to educational places of interest. Each half term all classes enjoy visits to London's museums, art galleries and even further afield to the seaside.

Leaders make sure that rare instances of bullying or low-level disruption are swiftly addressed. Pupils know the rules and abide by them. Some pupils are trained as 'restorative ambassadors'. They are proud of their role in helping others manage disagreements before they become more serious. One ambassador told me, 'It's a big responsibility but we are glad we have been picked to do it.'

Leaders have made changes to the way the school is managed and the way in which subjects are led. Staff support these changes. The changes have helped staff to manage their workload.

Governors know their local community very well. They are fully supportive of the headteacher and her plans to achieve the best-quality education for their pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff have relevant, regular training. Staff know what they must do so that pupils are safe. They understand and use the safeguarding systems well. Leaders work closely with external agencies and are not afraid to seek advice when needed.

Pupils know that they can speak to an adult if they are worried about anything. They learn about how to keep themselves safe when using computers online. Due to the closeness of busy roads, leaders make sure that pupils receive regular road safety training. Leaders make sure that pupils are made aware of risks within the local community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not sufficiently well planned and sequenced in design and technology, PE, art, music and PSHE. Leaders have clear arrangements in place to make sure that these subjects are planned to the same high standard as those already completed.
- Leaders do not always ensure that teachers check that pupils have gained new knowledge. This can lead to gaps in learning being missed. Leaders should further refine their systems for checking what pupils have learned so that gaps can be more quickly identified and addressed.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged William Davis Primary School to be good on 5–6 July 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100943
Local authority	Tower Hamlets
Inspection number	10121588
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	154
Appropriate authority	The governing body
Chair of governing body	Chris Smith
Headteacher	Annika Eadie
Website	www.williamdavis.org.uk
Date of previous inspection	18 May 2016

Information about this school

- The proportion of pupils with SEND in this school is above average.

Information about this inspection

This inspection was carried out under section 8 of the Education Act 2005.

- During the inspection I met with the headteacher and the leadership team. I met with members of the governing body and a representative from the local authority.
- The inspection focused deeply on reading, science and history. I met with subject leaders, teachers, pupils and other members of staff. I visited lessons with leaders and looked at pupils' work. I also considered information about other subjects.
- I met with the headteacher in her role as designated safeguarding lead. I reviewed the single central record and other relevant information concerning keeping children safe.

Inspection team

Jane Moon, lead inspector

Her Majesty's Inspector

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