

# Inspection of a good school: Harry Gosling Primary School

Fairclough Street, London E1 1NT

---

Inspection dates:

8 and 9 February 2023

## **Outcome**

Harry Gosling Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils are proud to be part of the school's long history. They have positive attitudes to learning. Pupils are happy and kept safe here. The atmosphere around the school is calm and purposeful. This is because there are clear and consistent routines and high expectations from staff. Pupils are courteous and polite.

Behaviour in lessons and around the school is impressive. Pupils understand what bullying is. They are not worried about bullying because it rarely happens and if it does, they know that adults will listen to them and act quickly, so it stops. Pupils have a good understanding of right and wrong. They work hard to demonstrate the school's values of responsibility and teamwork. Everyone is celebrated here. This includes those of other faiths and those in all different kinds of families.

Pupils are keen and thoughtful learners. For example, pupils in Year 6 remember key information from a history topic on migration. They confidently explain the importance of the Windrush and anti-discrimination laws.

Leaders encourage pupils to take on roles of responsibility. Leaders listen to pupils and value their opinions. For example, school council representatives and leaders worked together on the school's behaviour policy to make it even better.

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

Leaders have established a curriculum that meets the requirements of the national curriculum. The curriculum is well structured. This enables pupils to build their knowledge over time. Leaders have considered what they want pupils to learn in each subject so that they are ready for the next stage of their education.

Leaders have made reading a priority here. Children learn phonics as soon as they start in Reception. Pupils develop their phonic knowledge because leaders have embedded a well-sequenced reading curriculum and teachers have secure subject knowledge. Pupils have opportunities to apply their phonic knowledge in their writing. They are confident in using their knowledge to self-correct when reading. Books are closely matched to the sounds pupils have learned. This means pupils read with enthusiasm and developing fluency. Pupils who need extra support receive help to catch up. However, sometimes, adults do not correct pupils' mistakes quickly enough. This means that sometimes, pupils do not learn from their errors. Teachers read to pupils every day and this encourages a love for reading.

In mathematics, pupils have regular opportunities to apply their calculation skills through problem-solving activities. In the early years, children are confident in their use of number. For example, children follow a recipe to make a fruit kebab. They accurately count each piece of fruit and decide if they need one more or one less piece. What children learn about in the early years prepares them well for Year 1. Teachers build in frequent opportunities for pupils to revisit previously learned skills. For example, regular practise of multiplication tables helps pupils to quickly recall multiplication facts when solving written problems.

Leaders are ambitious for all pupils to achieve well. Teachers understand and meet the needs of pupils with special educational needs and/or disabilities (SEND). Pupils receive the support they need so they can access learning alongside their classmates. Teachers ensure that pupils with SEND develop independence through practice. Leaders work effectively with outside agencies such as speech and language therapists who provide support and guidance for teachers and teaching assistants.

Teachers break down learning into small logical steps so that pupils build up the knowledge and understanding needed to complete complex tasks. For example, in art and design, pupils in Year 5 produced detailed pieces of artwork because they were first given the opportunity to explore and develop the use of water colours. However, in some subjects, activities do not routinely address the key knowledge and skills that leaders want pupils to learn. When this happens, the focus is on the activity rather than what should be learned.

Leaders have established clear systems and routines to support pupils' behaviour. This means that learning is not interrupted. Personal, social, health and economic education is well structured. Pupils are taught about differences and respect. They are taught about views that may be different from their own. For example, pupils in Year 3 discuss whether Boudicca was right to rebel against the Romans. This helps pupils to think hard about an event from different viewpoints.

Staff are proud to work here. They value the support they are given by leaders to continually improve their practice. Leaders and governors make sure that workload is manageable.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a priority here. Staff and governors attend safeguarding training and receive regular updates. Staff report any concerns quickly.

Senior leaders keep detailed records in relation to safeguarding. They take swift action when needed to ensure that pupils are safe. Leaders work effectively with a range of external agencies to support pupils and their families. Leaders complete safer recruitment checks before staff start work at the school.

Leaders provide opportunities for pupils to learn about possible risks. Pupils are encouraged to keep safe, including online. They are taught to recognise the signs of unhealthy relationships.

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

### (Information for the school and appropriate authority)

- In a few subjects, activities do not consistently match leaders' intended curriculum. This means that pupils are not able to learn the key skills and knowledge that leaders intend. Leaders should make sure that activities link closely to the knowledge and skills that they want pupils to know and remember.
- Sometimes, in phonics, adults do not correct errors quickly enough. This means that sometimes pupils do not learn from the mistakes they make. Leaders should make sure that adults address errors quickly, so pupils learn to read with fluency.

## 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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in January 2013.

## 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 information from Ofsted Parent View 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.

## 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

<b>Unique reference number</b>	131737
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10255484
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	449
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Abul Hussain
<b>Headteacher</b>	Jennie Bird
<b>Website</b>	<a href="http://www.harry.goslingprimary.co.uk">www.harry.goslingprimary.co.uk</a>
<b>Date of previous inspection</b>	3 October 2017, under section 8 of the Education Act 2005

## Information about this school

- The school does not make use of any alternative provision.
- The school runs a breakfast club.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector held meetings with the headteacher and members of the senior leadership team to discuss school development.
- The inspector met with representatives of the governing body. She also met with a representative of the local authority.
- The inspector scrutinised a wide range of documents, including those related to safeguarding, pupils' personal development and behaviour.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject

leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at pupils' work.

- The inspector also spoke to leaders and looked at samples of pupils' work in art and design and science.
- The views of parents and carers and staff were also considered, including through Ofsted's surveys.
- The inspector reviewed the arrangements for safeguarding by scrutinising records and through discussions with pupils and staff.
- The inspector reviewed a wide variety of documentation provided by the school. This included leaders' self-evaluation, curriculum information and school policies.

### **Inspection team**

Deborah Walters, lead inspector

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:  
<http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023