

# Inspection of a good school: The Jenny Hammond Primary School

Elsham Road, Leytonstone, London E11 3JH

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Inspection dates:

23 and 24 February 2023

## **Outcome**

The Jenny Hammond Primary School continues to be a good school.

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

Pupils are happy to attend this school. Teachers think carefully about how to enthuse pupils about learning. Pupils appreciate this. They talk enthusiastically about their lessons and what they have learned and remembered. Teachers know individual pupils well. They have high expectations for every pupil.

Leaders ensure that all pupils learn a broad curriculum. They check carefully to ensure that every pupil successfully develops their knowledge. Effective support is in place for pupils with special educational needs and/or disabilities (SEND). Leaders work closely with families to support their children's learning. For example, parents and carers of younger children are invited in to read with them every week. This is very popular with parents and pupils alike.

The school buzzes with activity. Pupils generally behave very well and are kind to one another. They enjoy breaktimes, and the playground has been designed so that pupils can take part in a range of games and sporting activities together. Pupils' achievements, effort and helpfulness are celebrated, for example in displays of work throughout the school.

Bullying is rare, but is dealt with effectively when it happens. Pupils feel safe. Leaders work hard to make sure that the school feels like a welcoming place for all. They reflect on how they can make further improvements, and they listen to what pupils and families tell them.

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

Reading is valued by all in the school. Pupils talk about it with enthusiasm. Leaders are determined that all pupils will learn to read, and to love reading. The approach to early reading is ambitious and lessons are well sequenced. Pupils build up their phonics knowledge effectively. Typically, teachers select tasks and resources to help pupils remember the sounds that they have learned. They support pupils to use their knowledge to read texts accurately and with increasing fluency. Pupils also apply their phonics knowledge to write and spell words correctly. Classrooms are well stocked with books that

match the sounds that pupils are learning, and they enjoy reading these. Pupils' reading development is carefully checked, including those pupils with SEND. Teachers usually intervene quickly and effectively when pupils need additional help. This is overseen by knowledgeable leaders and supported by well-trained teaching assistants. Leaders know which staff need further support to strengthen their expertise in teaching early reading. Training for these staff is on going and well targeted.

Pupils enjoy being read to. Reading for fun is promoted through a series of whole-school events. For example, pupils recently celebrated World Book Day by coming into school dressed as characters from their favourite books. Some classes each year enjoy a Shakespeare week, where they develop and perform a play. This helps them build up a love of language.

Leaders ensure that all pupils learn a broad and balanced curriculum. They constantly review the curriculum to ensure that it is demanding, and that pupils are learning ambitious and rich subject content. Well-trained subject leaders support teachers to develop their expertise. This includes making adaptations to meet the needs of all pupils, including those with SEND. In mathematics, for example, the well-sequenced curriculum enables pupils to master key concepts and apply their understanding to real-life situations.

Subject leaders plan the curriculum so that pupils are able to learn and remember more. In physical education, for example, pupils develop and practise knowledge and skills step by step. This begins in the Reception class, where children's physical development is well promoted. Children enjoy getting better at jumping and throwing, for example. They are well prepared for what comes next in the curriculum in Year 1. By the end of Year 6, pupils confidently use their knowledge to play and compete in a range of sports. They know about the importance of fitness and can talk in detail about the joints and muscles in their body and how to look after them.

Teachers appreciate the training and guidance they receive on how to deliver the curriculum. In a few instances, though, teachers do not check pupils' understanding and whether they are building on their previous learning. This affects how securely pupils grasp and remember the subject content that they are taught.

Pupils behave well and enjoy school. They respect their teachers and the rules in place to help them to learn well. Pupils' broader development is well planned for. Pupils are taught to be kind and understanding of one another. They also learn about how to look after themselves, for example through regular exercise. Pupils like doing the 'daily mile' in school each day. Leaders ensure that there are a range of extra-curricular clubs and activities for pupils to take part in. They make sure that all pupils, including those who are disadvantaged, take part in what is on offer.

Leaders are ambitious and realistic. They consult frequently with pupils, parents and staff. Governors are well informed and dedicated. They are proud of the school and hold leaders to account.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well trained to recognise and report concerns. These are quickly addressed by leaders, who work with families and external safeguarding partners to provide help and keep pupils safe. Leaders and staff keep clear records of concerns and how these are followed up. Leaders also make sure that a range of pastoral support is available in school for those pupils who need it.

Leaders think carefully about what pupils need to learn about in order to stay safe. They teach pupils to be aware of possible risks. Pupils trust staff to help them when they report concerns. Families appreciate the comprehensive levels of care and support provided by school staff.

Leaders carry out appropriate checks before employing staff.

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

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

- In some instances, teaching does not establish what pupils already know and understand and then build on this. This affects how well pupils are able to develop knowledge and remember it securely in the long term. Leaders should continue their work to strengthen the delivery of the curriculum so that pupils acquire and remember detailed knowledge across the subjects.

## **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 March 2012.

## **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>	103082
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10241870
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	414
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Caroline Hanson
<b>Headteacher</b>	Deborah Gibbon
<b>Website</b>	<a href="http://www.jennyhammond.waltham.sch.uk">www.jennyhammond.waltham.sch.uk</a>
<b>Date of previous inspection</b>	4 May 2017, under section 8 of the Education Act 2005

## Information about this school

- Leaders do not make use of any alternative providers.
- The school has more than doubled in size since 2014. This is the second year in which each year group has two classes.

## 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 met with the headteacher and assistant headteachers. She also met with members of the governing body, including the chair, and a representative from the local authority.
- The inspector carried out deep dives in the following subjects: reading, mathematics, and physical education. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also looked at learning in some other subjects.

- To inspect safeguarding, the inspector spoke to the safeguarding lead and reviewed records relating to leaders' and staff's work to keep pupils safe, including the record of pre-employment checks.
- The views and experiences of staff, pupils and parents were considered through discussions. The inspector also reviewed survey responses from all three groups.

### **Inspection team**

Alice Clay, lead inspector

His Majesty's Inspector

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