

Inspection of a school judged good for overall effectiveness before September 2024: Gwyn Jones Primary School

Hainault Road, London E11 1EU

Inspection dates:

5 and 6 November 2024

Outcome

Gwyn Jones Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils enjoy coming to this school. The vision and values of 'inspired and empowered' run through much of what happens at the school. Pupils and staff take personal responsibility for their actions and do their best.

The school has high expectations for all pupils' achievement. Those pupils with special educational needs and/or disabilities (SEND) receive appropriate support to ensure that they can fully engage with the learning. Pupils achieve well in external assessments.

Behaviour inside of lessons supports pupils' learning well. Pupils are kind to each other and provide support and encouragement so that they can all achieve. Pupils, parents and carers and teachers work together as a team to help pupils to be successful. Leaders understand the importance of pupils attending school each day and they make sure that support is put in place to enable this to happen. Pupils feel safe and are kept safe at the school.

The school has identified what pupils need to support them to grow in their personal development. Staff make sure that there are a wide range of clubs available that enrich pupils' wider experiences. The school has also developed a number of different therapeutic projects designed to support pupils' well-being and mental health.

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

The school curriculum is ambitious for all pupils. This is particularly true in the core subjects where outcomes are often above national averages. Pupils know and remember what they are learning in English and mathematics. Pupils also enjoy studying subjects in the wider curriculum. However, they sometimes struggle to remember what they have

been learning previously in some wider curriculum subjects. At times, subject content is not taught in a way that helps pupils to secure their understanding, and then build on and apply what they know.

The school has thought carefully about how the curriculum that children learn in early years is built on throughout their time at the school. Securing children's early mathematics knowledge and communication skills is given appropriate focus. The curriculum also promotes children's experiences and understanding of the wider world around them and helps them to make links with what they find out across different areas of learning.

Pupils learn to read well, with reading prioritised across all subjects. Pupils are also taught correct subject-specific vocabulary and pronunciation with rigour. Staff make sure that the phonics programme is carefully tailored to meet the needs of all pupils, including older pupils who join the school with little experience of reading in English. Appropriate assessments are used to quickly identify any gaps in pupils' knowledge. This allows teachers to put in place precisely targeted extra help for pupils who need it so that they catch up.

Pupils with SEND are well supported. The school has ensured that early identification and careful staff training mean that pupils are able to study and succeed in the same curriculum as their peers. This is the case from the early years to the end of Year 6.

Teachers carefully check for any pupils' misconceptions. They then adapt their lessons to address these misconceptions to help make learning accessible for all pupils. The school also uses checks on learning to revise and develop its curriculum, centred on its ambition for all pupils to be successful in their next stages of learning. Pupils develop the knowledge and skills needed to be ready to attend secondary school.

The school has continued to adapt and refine its behaviour systems. This has led to learning in lessons being very productive. At break times, however, particularly when play and activities are less structured, there are occasions where issues arise in friendship groups. The school is developing plans to address this, which include, for example, more structured play opportunities at social times. It is too soon to see the impact of these plans.

Pupils have developed a sound understanding of fundamental British values. They are taught to know and understand the world that they are growing up in. The school provides a wide range of outings, clubs and further enrichment opportunities to develop the whole pupil. The residential visits are a particularly memorable experience with pupils speaking joyfully about their break in the 'pods' in the forest.

Leaders and the governing body work together successfully to support the well-being of all at the school. They are also united and effective in their efforts to continue to improve the performance of the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the delivery of the curriculum is not supporting pupils to build upon and apply their prior knowledge and engage successfully with new learning. This means that pupils find it difficult to recall securely their previous learning. The school should ensure that, in all curriculum areas, pupils are supported successfully to know and remember more of the subjects that they are studying

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 school to be good for overall effectiveness in June 2014.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	103074
Local authority	London Borough of Waltham Forest
Inspection number	10323351
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Appropriate authority	The governing body
Chair of governing body	Elisabeth Jackson
Headteacher	Sian Boutalbi
Website	www.gwynjonesschool.co.uk
Date of previous inspection	16 October 2018, under section 8 of the Education Act 2005

Information about this school

- The school has a new headteacher since the last inspection.
- The school uses no alternative provision.

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 the school and has taken that into account in their evaluation of the school.
- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- The inspector met with the governors, the headteacher and other senior members of staff.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered

the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector considered the views of parents shared through Ofsted's online survey, Parent View. He gathered the views of pupils and staff through Ofsted's online pupil and staff surveys, as well as through discussions conducted throughout the inspection.

Inspection team

Luke Stubbles, 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024