

Gwyn Jones Primary School

Inspection report

Unique Reference Number	103074
Local Authority	Waltham Forest
Inspection number	323746
Inspection dates	16–17 June 2009
Reporting inspector	John Collins

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	247
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Pat Hayes
Headteacher	Ms Christine Bott
Date of previous school inspection	28 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Hainault Road London E11 1EU
Telephone number	020 8556 7904
Fax number	020 8556 5564

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The largest groups of pupils at this average sized primary school are White British, Pakistani, from an Other White background, and Indian. The proportions of pupils eligible for free school meals and of those with moderate learning difficulties are close to the average for most schools. The proportions of pupils from minority ethnic groups and of those whose first language is not (or is believed not to be) English are above average. Early Years Foundation Stage provision is through a part-time Nursery and a Reception class. An after-school club is provided by a privately funded group. A higher proportion of pupils than normal start and leave the school at times other than is usual, and this varies considerably between year groups. The school has achieved the Healthy School Award and the Activemark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Gwyn Jones Primary is a good school. After recent difficulties, the leadership and management at all levels are much more robust, and leaders and managers are beginning to develop a clear vision of the future direction for the school. The leadership of the headteacher is a major factor in moving the school forward with the able support of governors and senior staff. Governors are very supportive of the school, but also willing to challenge it and hold it to account for its plans.

The school is held in high regard by the great majority of parents, one writing, 'We couldn't ask for a better school!' Many parents are appreciative of the extra-curricular clubs, and activities contribute considerably to pupils' enjoyment of school life. The school is active in promoting community cohesion well, and has plans to extend pupils' experiences of other communities beyond their immediate locality. Parents are full of praise for the way the school acts within its community, creating what they see as 'an environment which respects and understands other cultures and faiths'.

The improvements since the last inspection have had a positive impact on standards and how well pupils achieve. From average levels of skills when children start in the Nursery, most pupils reach above average standards in reading, writing and mathematics by the time they leave school. This represents good achievement. For the last two years, standards at the end of Key Stage 1 have been above average, particularly for higher-attaining pupils. In 2008, standards by the end of Year 6 were above average, with mathematics being a prominent success. Current tracking data suggest that standards might not be so high. This is due to major changes in the make-up of the current Year 6 group of pupils from last year. Progress in Years 1 and 2 is good, but varies sometimes in other classes. Nevertheless, the school's tracking data and lesson observations during the inspection show that the majority of pupils continue to make good progress overall by the end of Year 6. The early identification of pupils with learning difficulties and/or disabilities enables well-focused support to be put in place. This is effective in helping them to make progress which is as good as that of other pupils.

Spiritual, moral, social and cultural development is outstanding. Pupils of all ages are able to develop a very strong sense of right and wrong. Through their fund-raising efforts they have developed an admirable sense of empathy for others less fortunate than themselves. They talk about how helping the younger children is 'a big responsibility' which makes themselves better persons and gives them a sense of contributing to the school community. The school has the Healthy School Award, and talking to pupils shows that they have an excellent understanding of making healthy choices, which is supported well by the healthy meals offered daily.

Good teaching and a good curriculum effectively promote a positive learning environment, supported by the very good relationships between adults and pupils. Well-planned lessons and engaging activities stimulate pupils to learn, and the majority work hard. They show good skills of cooperation when working in pairs or small groups, which helps their personal development. Pupils with moderate learning difficulties are able to make good progress in literacy and numeracy through well-planned and effective interventions. Sometimes, in some lessons, there are missed opportunities to raise the levels of challenge for all pupils so that they achieve better.

The support for pupil's personal development is very good. The learning mentor, teaching assistants and outside agencies are very effective in their support for more vulnerable pupils.

Pupils with statements of special educational needs receive good support in class and in small focused groups, which helps them to make an effective contribution in lessons. This raises their self-esteem and confidence. Individual targets in literacy and numeracy are beginning to be more successful in promoting progress. Nevertheless, tracking systems, including some teachers' marking, sometimes lack the rigour necessary to effectively 'signpost' pupils' next steps in learning.

The successful improvement since the last inspection in the areas of teaching and learning, the curriculum, leadership and management, and the care and support of all groups of pupils, alongside the outstanding personal development and well-being of pupils, are secure evidence of the school's good capacity to improve in the future.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Good-quality care and support enables children to settle quickly in the Nursery and Reception classes. There are positive links between home, school and parents/carers, who are encouraged to be learning partners with the school. Skills on entry are broadly average except in language and communication, social skills and calculation, which are below those normally found. In relation to their starting points, the majority of children make good progress, to achieve most of the learning goals by the time they start Year 1. Children's personal, social and emotional development is good because all adults effectively promote the welfare of all children. There is a good balance between teacher-led activities and those that children choose for themselves, which encourages their independence and sense of responsibility. While the Nursery is able to make very good use of the outdoor area to stimulate children's learning, physical restrictions of the site for the Reception class means that these children are not able to benefit from similar experiences. There is a need to increase the opportunities for learning using the outdoors for children in the Reception class. Leadership and management of the Early Years Foundation Stage are good. Numerous observations and assessments are made of children's progress, but these are not always sufficiently well organised to be useful in planning children's next stages of learning.

What the school should do to improve further

- Raise standards in Key Stage 2 by being more consistent in challenging all pupils to achieve much better than they do.
- Improve the rigour and use of assessment systems, including marking, so that pupils are clearer about their next steps in learning.

Achievement and standards

Grade: 2

Good progress in the Nursery continues in the Reception class and accelerates throughout Key Stage 1. Checks on pupils' progress indicate that standards at the end of Year 2 are above average, notably in mathematics and writing for higher-attaining pupils. In 2008, Year 6 pupils attained above average standards in English, mathematics and science. Nevertheless, current assessment data would suggest that these high standards have not been maintained and are likely to be average in English, above average in mathematics, but below average in science. This is due to a number of pupils joining the year group at times later than usual, and there also being higher numbers of pupils with moderate learning difficulties than previously. This has had an impact on overall levels of attainment for the whole cohort.

Personal development and well-being

Grade: 1

Pupils' outstanding enjoyment of learning is reflected in their excellent attitudes and good behaviour. They enjoy coming to school because, as one put it, 'School's a fun place to be.' Attendance has improved and is above average. Pupils take great pride in their school. For example, the school council feels that its responsibilities enable it to make a very good contribution to the daily life of the school. As one parent commented, echoing the views of many, 'This is a school with a homely, friendly feeling.' Bullying is infrequent, and pupils and their parents feel that it is dealt with quickly and fairly. Pupils are very aware of how the work of the learning mentor and the older 'pupil mentors' is helping them to grow more mature and make them aware of their feelings and those of others. The pupils themselves play and work happily alongside each other because they all feel equally valued.

Quality of provision

Teaching and learning

Grade: 2

A major factor in the good progress made by most pupils is the improved quality of teaching and learning. Teaching is mostly good, and sometimes outstanding. Lessons are well planned, and teachers provide good opportunities for pupils to use their literacy, numeracy and computer skills in other areas of the curriculum. Behaviour is well managed and a secure, working environment encourages and engages all groups of learners. Pupils with moderate learning difficulties and those with special educational needs are well supported by dedicated and well-trained teaching assistants, who make a real contribution to their progress. Good opportunities are taken during class discussions to develop pupils' speaking and listening skills. In most lessons the pace of learning is good, but it dips when pupils are not sufficiently challenged to do as well as they might. Teachers' marking has some very good practice that would benefit all pupils if it were shared more widely among other staff.

Curriculum and other activities

Grade: 2

The good curriculum continues to be developed through whole-school features such as Science Week, Black History Month and Multicultural Book Week. The recent 'Creative Arts' week was regarded by both parents and pupils as a great success. These provide good opportunities to develop pupils' skills and celebrate the diversity of the local community, and also to develop pupils' understanding of other faiths and cultures. Additional enhancement comes through an excellent range of visits and visitors that support topics across all ages, such as the visits to many different local faith centres. Both parents and pupils are full of praise for the well-attended clubs and activities that extend pupils' enjoyment and help them stay healthy through exercise. Music and art are particular strengths of the curriculum that further enrich pupils' experiences, but the school is aware of the need to develop more links between different subjects. Personal skills are supported through cooperative working in small groups, and the residential visit by Year 6 to an outdoor centre helps develop their social skills well.

Care, guidance and support

Grade: 2

One parent wrote, 'This is a school that is very caring and inclusive.' The strong partnerships that exist with parents, carers and outside agencies make a good contribution to the progress of vulnerable pupils. The early identification of pupils with learning difficulties and/or disabilities enables well-targeted support to be given by teaching assistants and the inclusion leader. The newly appointed learning mentor is recognised by many parents as helping to develop pupils' personal and social skills. Home visits before children start in the Nursery, and good links with local secondary schools, help children settle quickly and prepare them well for their future learning. Robust safeguarding and health and safety systems are securely in place. Pupils themselves say they feel totally safe and secure in school, and are confident in approaching adults for support. The school's assessment and tracking systems are comprehensive, but occasionally lack rigour in identifying clearly what it is that pupils need to do next in order to improve.

Leadership and management

Grade: 2

Good leadership and management at all levels represents an improvement since the last inspection. The school's self-evaluation is accurate and honest, and provides good-quality information to support its future direction. The headteacher, ably supported by senior staff, is the driving force for future improvements. The governing body gives good support, and is very clear in its understanding of the strengths and weaknesses of the school. The great majority of parents support the work of the school, and they are especially pleased by its involvement in the local community. Nevertheless, the school accepts that it should do more to extend its pupils' knowledge and understanding of other communities in this country and abroad, and has made provision to do so in its current development plans. The roles of middle leaders have been developed well since the last inspection, and they now have a much clearer view of standards and achievement. Their success can be seen in improved standards in mathematics and writing.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

30 June 2009

Dear Pupils

Inspection of Gwyn Jones Primary School, London, E11 1EU

Thank you for making us so welcome when we visited your school. We enjoyed talking to you and looking at your work. It was really helpful to us. You told us how proud you are of Gwyn Jones Primary School. We agree with you that yours is a good school.

These are some of the things your school does well.

- The headteacher, teachers, governors and all the other adults are doing a good job of running the school. They take care of you very well.
- You are beginning to reach higher standards in writing and mathematics, particularly in Years 1 and 2.
- You show excellent attitudes to your lessons and are well behaved and polite.
- The school organises lots of very good visits, visitors and special weeks that provide you with a really good range of learning experiences.

This is what the school should do to help you improve even more.

- Make sure that you all are able to do your best by raising the level of challenge in lessons.
- Make sure that the ways they find out how well you are doing, including how they mark your work, help you to know what it is that you have to do in order to get better.

You can help by continuing to try hard in all you do, and enjoying your time in school. Remember to ask your teachers if you need help; we are sure they will help you to make even better progress.

Yours faithfully

John Collins

Lead Inspector