

William Davies Primary School

Address: Stafford Road, London, E7 8NL

Unique reference number (URN): 102745

Inspection report: 24 February 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✓ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Inclusion

Strong standard 

The school's inclusive culture ensures that pupils' individual needs, including those with special educational needs and/or disabilities (SEND), are identified early. Leaders assess pupils' needs accurately. They maintain high expectations for all and work closely with external agencies to refine the support that the school provides.

Leaders understand well the challenges faced by disadvantaged pupils. Additional funding for these pupils is used very effectively to remove their barriers to learning and support participation in wider experiences. For example, some pupils benefit from additional support with their language development or receive targeted teaching based on their individual needs. Leaders evaluate the impact of this regularly.

The school adopts a carefully structured approach to supporting pupils with SEND. Pupils' needs are identified quickly and provision is planned to meet these. This includes, for instance, adaptations to the curriculum, small group or one-to-one support and personalised resources. Leaders check how well things are working rigorously, making adjustments as needed. To support this work further, leaders work effectively with a range of external professionals, such as educational psychologists, and speech and language therapists. The school extends its highly inclusive practices to all areas of school life, including extra-curricular clubs, educational visits and wider opportunities. For example, the school identifies and provides alternative travel arrangements for pupils unable to use public transport. Staff receive high-quality training to enable them to meet pupils' needs. Leaders continually review and refine provision to ensure a systematic, inclusive approach to reducing barriers to pupils' success.

Personal development and wellbeing

Strong standard 

Leaders have developed a high-quality personal development programme that is tailored to the school's context and pupils' needs. In the early years, leaders ensure that children's personal, social and emotional development is well promoted. This is then carefully linked to the personal, social and health education curriculum in key stages 1 and 2. Learning builds from the moment children enter the school and important themes and ideas are revisited purposefully as pupils get older.

Pupils are carefully supported to develop their character in numerous ways. They show a secure understanding of fundamental British values, for example defining democracy as 'having a choice and a voice'. Pupils show respect for the differences between people and know that discrimination is wrong. They have a detailed and age-appropriate knowledge of healthy relationships, including the concept of consent. Pupils know how to keep themselves safe, including online.

Pastoral support is a strength. Leaders offer pupils practical ways to improve their wellbeing. They draw on support from outside agencies where needed. Pupils speak eloquently about the importance of resilience in their learning, and how they need to keep trying if they make a mistake.

There is a huge range of enriching opportunities available to pupils. They can attend extra-curricular clubs such as origami and football, for example. Visits to a wide range of museums, music events and theatre productions also enhance the curriculum. Pupils are proud of the contribution they make to the school. They take on leadership roles with enthusiasm. For example, pupils act as ambassadors to ensure that their peers across the school understand their rights. School councillors seek feedback from their classmates and then discuss how to improve the school with the headteacher. Leaders invite inspiring and informative visitors to supplement pupils' learning, including religious leaders, local artists, the police and fire brigade. Leaders' commitment to inclusion ensures that all pupils can access and benefit from these enriching opportunities fully.

Expected standard

Achievement

Expected standard

Leaders ensure that most pupils make appropriate progress through the curriculum as they move through the school. By the end of key stage 2, pupils' outcomes in reading, writing and mathematics assessments are typically close to the national average. In most national assessments, disadvantaged pupils achieve more highly than their disadvantaged peers nationally. This is testament to the school's effective work to reduce barriers to learning as swiftly as possible. Similarly, highly effective inclusive practices together with well-targeted teaching ensure that most pupils, including those who speak English as an additional language, achieve the expected standard in the Year 1 phonics screening check.

Pupils' work in their books, their contributions in lessons and in discussions show that most have secure knowledge of different areas of the curriculum. Support for pupils with barriers to learning, including those with special educational needs and/or disabilities, is effective and enables these pupils to make suitable progress through the curriculum in different subjects. Overall, pupils are well prepared to move to Year 7 when the time comes.

Attendance and behaviour

Expected standard

Leaders focus relentlessly on improving pupils' attendance. While overall attendance is below the national average, it is improving as a result of leaders' actions. The attendance of disadvantaged pupils and those with special educational needs and/or disabilities is close to or above national levels. Recent information shows that the number of pupils with higher levels of absence is also reducing. Leaders offer bespoke support to families and develop thoughtful ways of encouraging higher levels of attendance. These include, for example, high-attending classes receiving a visit from the school's attendance mascot.

Throughout the school, pupils meet the high standards set for behaviour. They are calm and respectful in lessons and at social times. Pupils are proud of the way that they are able to help out with resolving disagreements as 'peer mediators'. If behaviour issues arise, staff apply the school's policies and expectations consistently and fairly, making appropriate adjustments for pupils with additional needs. Pupils understand the school values and demonstrate them in their behaviour. They can name specific ways that they have enhanced their learning and developed their character by being collaborative and reflective. Pupils

know that any form of bullying or discrimination would not be tolerated in the school. They show respect for differences between people.

Curriculum and teaching

Expected standard 

Leaders have a clear knowledge and understanding of the quality of the school's curriculum and teaching. They have constructed an ambitious, broad and balanced curriculum. Learning in each subject is sequenced to build securely as pupils move through the school. Teachers receive effective training to strengthen their subject knowledge and teaching approaches.

The building blocks of reading, writing and mathematics are prioritised and taught well. Pupils learn to read with confidence. Staff model sounds precisely and the books pupils read are generally well matched to the sounds that they know. Pupils who fall behind receive effective support to catch up. Pupils are carefully taught early writing skills, including accurate pencil grip.

Staff promote the use of adventurous vocabulary across the curriculum. Pupils work together to discuss and build on their ideas. For example, in history, pupils debate whether they would prefer to live in ancient Athens or Sparta, giving reasons for or against their choices.

Across the wider curriculum, teachers adapt their practice to meet pupils' different individual needs. They use a range of practical resources to support inclusive practice in the classroom. Staff regularly check pupils' understanding. Typically, they identify and correct any mistakes. Teachers generally deliver the curriculum effectively. However, occasionally, the activities that teachers select are not well suited to helping pupils understand the intended subject content.

Early years

Expected standard 

Children get off to a positive start in the early years. Staff keep parents and carers informed about their children's progress as they move through the early years provision. Leaders have a comprehensive knowledge of children's needs and the provision they need. They identify children's starting points, track their progress and plan targeted support with precision. Leaders have designed the curriculum carefully, with a sharp focus on communication, language and early mathematics.

The teaching of reading is well embedded. Children enjoy having stories read to them. Texts are used to inspire further learning. For example, to complement their reading of 'Jack and the Beanstalk', children explore and handle a range of different beans. Staff help them to develop their use of rich language. In phonics sessions, staff support children to recall and apply their phonics knowledge and develop increasing confidence when reading words. Children typically develop their early writing skills, with most showing appropriate posture and pencil grip.

Children enjoy a wide range of activities both indoors and outdoors. For example, outside, children like to bounce on a trampoline or crawl, bend and climb on the climbing frame to help their physical development. Overall, children make positive progress from their starting

points and are ready for Year 1. In a few instances, gaps in children's learning, such as in handwriting and sentence construction, are not fully addressed by the time they leave Reception. Staff are aware of these gaps. They use this knowledge to inform the activities planned for these children in Year 1 so that they are supported to catch up.

Leadership and governance

Expected standard 

Leaders at all levels know their school well. They understand the school's context and the barriers that some pupils and their families face. Leaders use this understanding to identify appropriate priorities for improvement. For example, leaders have prioritised expanding and enriching the range of texts that pupils read to promote their language. This work has included the careful selection of the 'big six' texts for each year group, with leaders ensuring that these texts are challenging and reflect the diversity of the school community.

Leaders work successfully to improve the curriculum so that pupils' learning builds well across subjects as they move from one year group to the next. Leaders have also introduced an emphasis on building pupils' spoken language skills. The impact of this is clear in teaching across the curriculum. Nevertheless, leaders are not complacent. They are dedicated to continuing to improve pupils' learning and development and act consistently in pupils' best interests.

Governors fulfil their roles effectively. They meet their statutory duties, including, for example, in overseeing the school's safeguarding systems. Governors challenge leaders purposefully on the school's work and its impact. They hold leaders to account to ensure that the quality of education in the school continues to improve.

Staff are highly positive about working at the school. They appreciate the professional development opportunities that they receive, which are linked to leaders' priorities for improvement. Staff appreciate how their workload and wellbeing are carefully considered when decisions are made. If they require additional support, they know it is readily available.

What it's like to be a pupil at this school

Pupils are happy at this small, friendly school. They feel safe and are kept safe. They can name a trusted adult that they would talk to if they had any concerns. Pupils say that bullying is very rare but that staff deal with it swiftly if it arises. Parents and carers praise the approachable staff and the support offered to pupils with additional needs.

Pupils enjoy following a curriculum that is broad and ambitious. The curriculum prioritises early reading, writing and mathematical knowledge. Pupils' speaking skills are also successfully promoted. If pupils face barriers to achievement, staff are typically skilled at selecting resources and making adaptations in class to reduce these. Consequently, pupils are generally well prepared for the next stage of their education. By the end of Year 6, pupils' achievement is close to average levels in national assessments.

The school has clear behaviour rules and routines that pupils understand and follow. Pupils settle quickly to learning. They are mostly attentive to learning and able to work

collaboratively. Pupils demonstrate resilience and perseverance, for example when overcoming problems or facing difficult tasks. There are warm and respectful relationships between staff and pupils. Pupils are polite and friendly when spoken to. They are enthusiastic when discussing their learning and appreciate the many ways that their learning is enriched by experiences such as trips to museums and opportunities to work with local artists.

Pupils are proud of the ways that they help out around school, including through leadership roles such as prefects and assembly monitors. These enable them to develop confidence and a sense of responsibility. Pupils know and understand the school values. They can outline ways that they use their 'learning powers' to develop their knowledge, and ensure they are reflective and collaborative.

Next steps

- Leaders should ensure that they support teachers to develop their expertise in selecting appropriate activities and resources that match the aims of the curriculum, so that pupils understand and retain important knowledge consistently well.
 - Leaders should continue their work to improve pupils' attendance overall, and reduce persistent absence across the school, including establishing positive attendance right from the start of early years.
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About this inspection

The chair of the board of governors in this school is Sarah Jo Loveday.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, senior leaders and curriculum leaders. They held meetings with the members of the local governing body and a representative from the local authority during the inspection.

The inspectors confirmed the following information about the school:

The school does not currently use any alternative provision.

Headteacher: Sally Norris

Lead inspector:

Eleanor Ross, His Majesty's Inspector

Team inspectors:

David Worrall, Ofsted Inspector

Andrew Rigby, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 24 February 2026

School and pupil context

Total pupils

244

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

262

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

41.38%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

6.15%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

12.70%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	61%	Close to average
2024/25 (revised)	61%	62%	Close to average
2023/24 (final)	50%	61%	Below
2022/23 (final)	77%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	74%	Close to average
2024/25 (revised)	70%	75%	Close to average
2023/24 (final)	61%	74%	Below
2022/23 (final)	81%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	72%	Close to average
2024/25 (revised)	65%	72%	Below
2023/24 (final)	64%	72%	Below
2022/23 (final)	81%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	73%	Close to average
2024/25 (revised)	74%	74%	Close to average
2023/24 (final)	68%	73%	Close to average
2022/23 (final)	88%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	46%	Above
2024/25 (revised)	60%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	46%	46%	Close to average
2022/23 (final)	70%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	62%	Close to average
2024/25 (revised)	67%	63%	Close to average
2023/24 (final)	62%	62%	Close to average
2022/23 (final)	80%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	59%	Close to average
2024/25 (revised)	67%	59%	Close to average
2023/24 (final)	62%	58%	Close to average
2022/23 (final)	70%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	60%	Above
2024/25 (revised)	73%	61%	Above
2023/24 (final)	62%	59%	Close to average
2022/23 (final)	90%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	68%	-10 pp
2024/25 (revised)	60%	69%	-9 pp
2023/24 (final)	46%	67%	-21 pp
2022/23 (final)	70%	66%	4 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	80%	-11 pp
2024/25 (revised)	67%	81%	-14 pp
2023/24 (final)	62%	80%	-18 pp
2022/23 (final)	80%	78%	2 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	66%	78%	-12 pp
2024/25 (revised)	67%	78%	-12 pp
2023/24 (final)	62%	78%	-16 pp
2022/23 (final)	70%	77%	-7 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	74%	80%	-6 pp
2024/25 (revised)	73%	81%	-7 pp
2023/24 (final)	62%	79%	-18 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	90%	79%	11 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.6%	5.2%	Above
2023/24 (3 term)	7.0%	5.5%	Above
2022/23 (3 term)	8.3%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	24.2%	13.3%	Above
2023/24 (3 term)	24.1%	14.6%	Above
2022/23 (3 term)	31.8%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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