

Gospel Oak Primary School

URN: 100025 | Inspected: 13 January 2026

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.

Achievement

Strong standard

Pupils have strong knowledge of subjects. They have a firm understanding of their learning. As they move up through the school, pupils use increasingly sophisticated vocabulary confidently to describe their ideas. Pupils make secure connections across their learning in different subjects. For example, pupils use their solid knowledge of mathematics to help them understand the passing of time in history. Over time, pupils have achieved well in national tests. This includes pupils with special educational needs and/or disabilities and those who have barriers to learning or face disadvantage in their lives. In many areas, over time pupils' achievement is above performance nationally. Leaders recognise that the most recent published achievement information shows a decline in some areas when compared with previous years. They are astutely aware of the complex reasons for this. These include additional challenges caused by pupil absences. Leaders have taken robust action. For example, the school's work to promote high attendance is having a positive impact.

Curriculum and teaching

Strong standard

The broad and highly ambitious curriculum prepares pupils very well for their future. Across the range of subjects, content is organised logically so that pupils build on prior knowledge well. Staff revisit essential knowledge and important vocabulary systematically so that pupils remember them long term. This is highly successful. The curriculum is implemented consistently well. This is because leaders make sure teachers have strong expertise. Effective teaching supports pupils to recall key information regularly. Leaders ensure there are clear and effective ways to check that pupils learn what they need to know. Consequently, teachers quickly spot gaps in pupils' knowledge and any misconceptions. Future teaching is adjusted purposefully to address errors as they arise. Appropriately, leaders place high importance on checking pupils learn the foundations of reading, writing and mathematics. Pupils receive systematic phonics teaching and read books that are closely aligned to their knowledge. If pupils struggle, they receive effective targeted support to help them catch up and keep up with their peers. This includes pupils with special educational needs and/or disabilities or those who face disadvantage in their everyday lives.

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Early years

Strong standard

The curriculum in the early years prepares children for future learning highly effectively. There is a firm focus on developing pupils' communication and language skills. Extremely knowledgeable staff use every interaction with children to competently promote speaking. For example, staff speak to children using very deliberate vocabulary to help children learn and repeat new words.

Children learn to love books and reading. From the start, children listen to and join in with carefully chosen stories, rhymes and songs. Phonics teaching begins in the early years. The school tracks precisely the letters children know. Teaching is matched accordingly to help children learn to read and write so that they are completely ready for Year 1. The school keeps a close eye on how children learn. If pupils struggle, the school takes swift action to help them keep up. As a result, children with special educational needs and/or disabilities are recognised quickly and supported well. The school keeps parents and carers informed about how well their children learn. Parents receive pertinent information to help them know how to help their child learn at home.

Inclusion

Strong standard

The extensive, well-rounded inclusive approach means that pupils are able to flourish here. Highly effectively, leaders and staff reduce barriers for pupils who may face disadvantage in their everyday lives. The school works closely with parents and carers to understand pupils' aspirations and any potential barriers that may be in the way to pupils reaching them. Intelligently, the school uses funding and resources to tackle any perceived obstacles. This includes providing pupils with targeted support to improve their mental health and wellbeing. Leaders ensure funding for disadvantaged pupils enables them to experience a range of opportunities at the school. Leaders draw on knowledgeable school staff and external professionals to pinpoint the reasons pupils may struggle with learning. Pupils with special educational needs and/or disabilities benefit from well-targeted help and support. Careful adaptations to the curriculum and teaching help pupils make significant strides in their learning. This is because teaching staff receive effective and expert-informed training. As a result, the checks on how well pupils learn are meticulous and swiftly adjusted where necessary.

Leadership and governance

Strong standard

Leaders and the governing body foster a culture of high ambition for pupils' achievement throughout the school. There is a strong commitment to reducing any perceived barriers to equality of opportunity. This includes for pupils with special educational needs and/or disabilities and those who face perceived barriers to their education or wellbeing. As a result, leaders' decisions are firmly made in pupils' best interests. The school knows the importance of close collaboration with parents and carers. Leaders forge positive and effective working

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relationships with parents to help them understand how best to support their child. Leaders use the findings of pertinent educational research to inform their actions. They use these to provide useful and relevant professional learning for staff. Leaders support staff to build strong expertise in a structured and comprehensive way. School staff are informed and consulted when change is made that may impact their work. Staff feel committed and they appreciate leaders' consideration for their wellbeing.

The governing body has secure oversight of the school. It provides effective support and challenge for leaders to ensure the school fulfils its statutory responsibilities.

Personal development and wellbeing

Strong standard

Leaders are strongly committed to helping pupils get the most out of school so that they are well prepared for the future. Leaders and staff have created a personal development programme to support pupils to feel happy and well looked after so that they can thrive. The school provides pupils with meaningful opportunities to deepen their knowledge and broaden their horizons. For example, in addition to the taught music curriculum, all pupils in Year 5 and Year 6 learn to play a brass instrument. This includes pupils with special educational needs and/or disabilities. The school supports pupils and their families to overcome barriers so that everyone can take part. For example, where appropriate, families may receive subsidised access to instruments and music lessons. As a result, all pupils are able to take part in the many opportunities to showcase their hard work, including school performances and concerts in the local and wider community. Leaders rigorously promote the importance of equal rights and fairness. Staff follow a structured programme to teach pupils about the rights and responsibilities of all citizens. Pupils have various opportunities to learn about democracy and take part in elections. For example, pupils vote for their peers to represent their views on the pupil Junior Leadership Council. The school prepares pupils for life in the wider world very well. The curriculum for personal, social, health and economic education is comprehensive and meets statutory requirements. The school ensures that teachers are suitably supported and trained to deliver important content to pupils. The curriculum is resourced and delivered consistently well across the school. Pupils learn age-appropriate information about the importance of healthy relationships. They know how to stay safe online. Pupils are aware of what to do if they come across concerning online content. Expected standard

Attendance and behaviour

Expected standard

Leaders ensure that parents and carers are fully informed about the importance of pupils' regular attendance at school. The school makes effective use of specially trained staff and professionals from the local authority to promote attendance. Leaders study the reasons for pupils' poor attendance carefully and use the findings to take informed action. This includes arranging additional school activities to engage specific pupil groups in order to reduce absence. As a result, attendance is improving steadily to meet national expectations. Leaders use their

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positive relationships with pupils and their families to support those who are absent too often. The committed approach means that there is a steady improvement in the attendance of groups of pupils. This includes for persistently absent pupils with special educational needs and/or disabilities. The school's work has led to a decrease in the proportion of pupils who are absent too often. However, attendance for these pupils is below national expectations and remains an important focus for the school. The school has created a calm environment where pupils learn uninterrupted by disruptive behaviour. Pupils know the expectations and routines of school from an early age. Pupils respect teachers and each other. Bullying and harassment are not tolerated.

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

This is a school that cherishes its pupils. As soon as children join in the early years, they are welcomed with warm, nurturing, open arms. Leaders and staff focus sharply on getting to know pupils and their families well. The school wants to know pupils' likes and dislikes and spot early any perceived barriers to learning. This is because the school wants its pupils to enjoy their learning so that they can thrive. Pupils love school. They arrive in the morning keenly, ready to learn. In class, pupils are highly engaged. They learn well because teaching skilfully helps them connect ideas together. Consequently, pupils typically achieve highly in nationally assessed subjects. Pupils behave responsibly. They treat each other with respect. Older pupils enjoy helping younger pupils understand their rights and responsibilities in school and the wider world. For example, pupil leaders visit classes and speak at assemblies to help pupils understand the importance of human rights. Bullying rarely happens here. However, if incidents of bullying occur, the school takes decisive actions to stop them. Pupils are safe here. The school meaningfully prepares pupils for life beyond the school. For instance, in addition to the design and technology curriculum, from the early years onwards, pupils receive cookery lessons regularly. This is because the school wants all its pupils to embed deeply the essential life-long knowledge of health and nutrition. The school wants pupils to be self-confident and resilient. It provides pupils with various avenues to develop these character traits, includes working with a local arts charity to help pupils develop skills in public speaking. The school supports all pupils to have equal access to everything on offer.

Next steps

- Leaders should continue to analyse closely the reasons for poor attendance of pupil groups and individuals and use this information to inform the actions to drive rapid improvement.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/gospel-oak-primary-school-london>