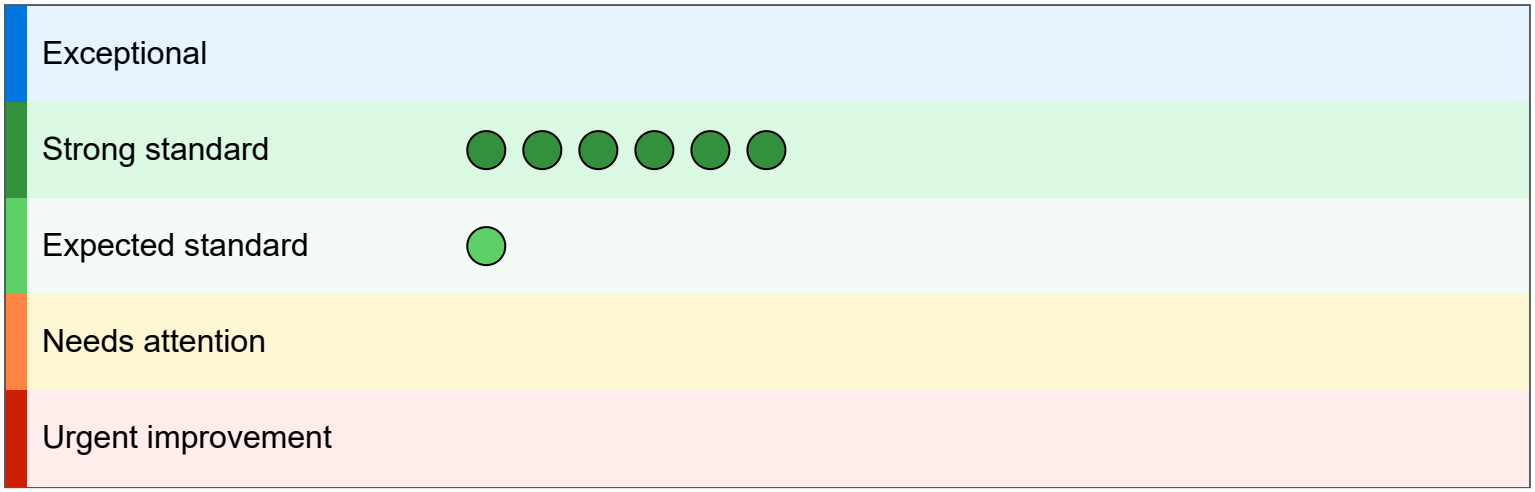
# Sir John Heron Primary School

**Address:** School Road, Manor Park, London, E12 5PY

**Unique reference number (URN):** 132789

# Inspection report: 15 September 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.

### 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

## Achievement

**Strong standard**

Pupils achieve well across the breadth of the curriculum and in every phase of the school. This is reflected in outcomes in national tests at the end of key stage 2 that are above national averages, including for disadvantaged pupils. Pupils who face barriers to their learning, including those with special educational needs and/or disabilities, make rapid progress from their starting points. Pupils secure the foundational knowledge they need in reading, writing and mathematics. They are well prepared for the next stage of their education.

Pupils' work demonstrates their learning over time. They can recall and explain what they have learned across a range of subjects. In art, for example, pupils understand techniques, such as pointillism and can talk about the work of artists they have studied. They use what they have learned to develop their own work and make connections with previous learning.

## Curriculum and teaching

**Strong standard**

Leaders have an accurate understanding of the quality of the curriculum and teaching across the school. They use this to identify priorities and support for staff to develop their teaching. High-quality professional development and coaching for all staff helps to establish consistent approaches to curriculum delivery.

The curriculum is well planned and sequenced. It gives pupils opportunities to revisit important learning and builds knowledge and skills over time. For example, in English, pupils develop their vocabulary and understanding of texts before applying their learning in independent writing. Leaders have adapted aspects of the curriculum to give pupils practical first-hand experiences that enhance learning in subjects, such as history and geography. Leaders place a firm emphasis on securing the foundations in reading, handwriting and mathematics. Early reading and phonics are prioritised, helping pupils to access all areas of the curriculum successfully.

Teachers explain new learning clearly and check pupils' understanding carefully. They revisit important knowledge and skills from previous lessons to help pupils connect new learning to what they already know. Staff adapt teaching appropriately so that pupils with additional needs can access ambitious learning. Pupils are engaged in lessons and become increasingly confident to work independently.

## Early years

**Strong standard**

Leaders ensure that children have a very successful start to their education. They have a coherent curriculum from the 2-year-old provision through to Nursery and Reception. Staff know what children need to learn and use assessment to identify starting points and gaps in understanding. Staff respond quickly when children need extra support. They develop warm and positive relationships, which help children to settle quickly.

Communication and language is a clear priority. Staff use conversation to help children build on and develop their ideas by modelling ambitious vocabulary. This helps children express their needs and practise the language they need for learning. Phonics is taught consistently well and children have regular meaningful opportunities to develop early number skills.

Staff know children well and adapt provision for those with special educational needs and/or disabilities. Visual, sensory and practical approaches, such as mark making with different materials, help children to enjoy practising the skills to develop letter formation. Children become increasingly independent in following instructions and looking after themselves. Planned transitions help them to feel secure as they move through the early years.

The proportion of children reaching a good level of development is above the national average. Children leave the early years well prepared for Year 1. Parents and carers are welcomed into the setting on 'Family Fridays' which supports a productive home and school partnership.

## Inclusion

**Strong standard**

An inclusive approach runs through all aspects of school life. Leaders prioritise getting to know pupils well. They identify barriers to learning and participation early and adapt support as pupils' needs change.

Pupils benefit from well-organised and structured daily routines. Staff use a range of approaches, such as practical, visual and sensory strategies, to help pupils overcome barriers to learning. They are well trained and have the expertise to adapt their teaching and support to meet pupils' needs. There is a sharp focus on developing vocabulary and oracy, helping pupils acquire the language they need to succeed.

Leaders have a clear plan for using additional funding to support disadvantaged pupils. The strategy reflects the school's context, with a particular focus on language, reading, learning behaviours and access to wider opportunities. Leaders review its impact and make changes where needed. They also identify emerging and changing needs swiftly and provide support during challenging periods of transition.

The specialist resource provision for pupils with profound and multiple learning difficulties is well managed. Other specialist classrooms are well designed to meet pupils' individual needs. Staff provide highly personalised support to ensure that pupils with special educational needs and/or disabilities take part in the wider life of the school.

## Leadership and governance

**Strong standard**

Leaders put the best interests of pupils at the heart of their work. They have an in-depth understanding of the school and its context. Leaders' priorities are rooted in the needs of pupils and their actions have been highly effective in improving outcomes. They identify accurately what is working well and use their analysis to bring about further improvements. Leaders have sustained high standards in teaching, inclusion and pupils' wider experiences.

Professional learning is an important part of school improvement. Leaders provide high-quality training and opportunities for staff to develop their expertise, which reflect the school

priorities. Staff value the support they receive. Leaders take account of workload while maintaining high expectations and standards. This helps to develop a collaborative culture in which staff contribute to improving the school.

Governors understand the school's priorities, strengths and areas for further improvement. They fulfil their statutory responsibilities effectively and provide appropriate support and challenge. For example, visits to the school and regular meetings focused on priority areas help governors to understand the work of leaders. They hold leaders to account in various ways, such as regular reviews of outcomes for all pupils, including those who may face barriers to learning or wellbeing.

Leaders work constructively with parents and carers, the local authority and other professional partners to maintain positive outcomes for pupils. They respond to changing needs of families and draw on specialist expertise to support pupils and remove barriers to learning or participation. This has helped to build trust and strengthen pupils' sense of belonging.

## Personal development and wellbeing

**Strong standard** 

Pupils benefit from a broad and well-planned personal development programme. It helps them to understand themselves, their relationships with others and their place in the wider community. Their learning about relationships, health and wellbeing, including how to keep themselves safe online and offline, gives pupils the knowledge and confidence to make informed choices. Staff teach pupils about equality, different cultures and beliefs and democracy, ensuring that pupils know how to be responsible citizens and understand their responsibilities towards other people. The school's '4 Cs' of curiosity, communication, courage and compassion are fully understood by pupils and reflected in their attitudes.

Pupils enjoy many opportunities to contribute to school life. They take on roles such as 'class MPs', prefects and anti-bullying ambassadors. These roles help pupils understand how to represent others and influence decisions. Well-considered cultural activities and residential trips help pupils to become more confident and independent.

Leaders make sure that pupils who face additional barriers can take part fully in activities, including swimming and forest school. Leaders also remove financial barriers to participation. As a result, pupils who might otherwise miss out can take part in the wider opportunities the school provides.

Staff adapt the personal development programme effectively and thoughtfully to meet pupils' needs. This includes supporting pupils to understand relationships and appropriate boundaries, helping them to recognise risks and understand different ways of staying safe. Pastoral staff and learning mentors provide support, when pupils need it. The school works closely with families and external professionals to address barriers to wellbeing and overcome any difficulties.

## Expected standard

### Attendance and behaviour

**Expected standard**

Leaders have established systems to improve attendance. They check attendance information carefully and identify pupils, who face barriers to attending regularly. Staff work with pupils, families and other professionals to provide support, including bespoke help for vulnerable pupils. This work has improved the attendance for some pupils. Overall attendance is broadly in line with the national average. Persistent absence remains above the national average and leaders' actions have not secured a sufficient reduction overall at this point.

Pupils' behaviour is of a very high standard and they consistently demonstrate positive attitudes to learning. Staff have high expectations and apply the school's behaviour approaches consistently. They know pupils well and make timely and effective adjustments for pupils with additional needs. Classrooms are productive and purposeful with very few disruptions to learning. Pupils understand that bullying and discriminatory language are not tolerated and know how to report concerns. Leaders follow up incidents promptly and provide support where needed. Pupils treat each other with respect at social times as well as in lessons. They contribute positively to the school community.

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

Pupils are proud to belong to this welcoming and inclusive school. They build warm relationships with staff and with each other. Pupils enjoy coming to school and taking part in lessons and activities. They feel safe and know that staff will help them when they need support.

Pupils enjoy learning and respond well to the school’s high expectations. They understand that mistakes are part of learning and develop the resilience to keep trying, when work is difficult. Pupils become increasingly confident in working independently and in managing themselves. Children in the early years get off to a strong start, developing the language and understanding they need for their future learning. Pupils who face additional barriers to learning are supported to take part fully in lessons and all aspects of school life. They receive the help they need while being encouraged to become increasingly independent.

Pupils enjoy a wide range of opportunities beyond lessons, including clubs, trips, residential visits and leadership roles. Pupils behave well and understand how to treat each other with respect and kindness. Bullying rarely happens and pupils know it is not accepted here. Pupils appreciate that their views matter. Their suggestions have, for example, led to improvements to playground equipment. They value having a say and taking an active role in school life. The school motto, 'Together we learn. Together we achieve' accurately captures both the real sense of belonging as well as the many successes experienced by pupils at Sir John Heron Primary School.

## Next steps

- Leaders and those responsible for governance should ensure that effective attendance strategies continue to reduce persistent absence and further improve pupils' attendance.

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## About this inspection

The chair of the board of governors in this school is Jannat Haider.

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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, senior school leaders, pupils, staff, members of the governing board and a representative from the local authority.

This inspection took place on 15 and 16 September 2026.

The inspectors confirmed the following information about the school:

The school includes provision for pupils with profound and multiple learning disabilities (PMLD). The specially resourced provision caters for up to 16 pupils with PMLD.

The school currently uses no alternative provision.

Headteacher: Nazia Ishaq

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**Lead inspector:**
Adam Hickman, His Majesty's Inspector

**Team inspectors:**
Karen Jaeggi, Ofsted Inspector
Haley Foxworthy, Ofsted Inspector
Shahnaz Ali, Ofsted Inspector

## Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 15 September 2026

# School and pupil context

### Total pupils

## 453
Well above 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: 268

### School capacity

## 490
Well above 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)

## 44.19%
Well above average

### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

## 5.74%
Close to 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: 4.1%

**Pupils with special educational needs (SEN) support**

## 22.52%

Well above average

**What does this mean?**

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

National average: 15%

**Location deprivation**

## Well above 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** | 70% | 61% | Above |
| **2024/25 (final)** | 81% | 62% | Above |
| **2023/24 (final)** | 66% | 61% | Close to average |
| **2022/23 (final)** | 63% | 60% | Close to average |

### 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** | 80% | 74% | Above |
| **2024/25 (final)** | 88% | 75% | Above |
| **2023/24 (final)** | 71% | 74% | Close to average |
| **2022/23 (final)** | 83% | 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** | 79% | 72% | Above |
| **2024/25 (final)** | 83% | 72% | Above |
| **2023/24 (final)** | 83% | 72% | Above |
| **2022/23 (final)** | 71% | 71% | Close to average |

### 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** | 80% | 73% | Above |
| **2024/25 (final)** | 88% | 74% | Above |
| **2023/24 (final)** | 74% | 73% | Close to average |
| **2022/23 (final)** | 77% | 73% | Close to average |

## 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** | 66% | 46% | Above |
| **2024/25 (final)** | 82% | 47% | Above |
| **2023/24 (final)** | 61% | 46% | Above |
| **2022/23 (final)** | 54% | 44% | Close to average |

### 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** | 73% | 62% | Above |

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2024/25 (final)** | 82% | 63% | Above |
| **2023/24 (final)** | 61% | 62% | Close to average |
| **2022/23 (final)** | 75% | 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** | 75% | 59% | Above |
| **2024/25 (final)** | 82% | 59% | Above |
| **2023/24 (final)** | 78% | 58% | Above |
| **2022/23 (final)** | 67% | 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** | 73% | 60% | Above |
| **2024/25 (final)** | 82% | 61% | Above |
| **2023/24 (final)** | 67% | 59% | Close to average |
| **2022/23 (final)** | 71% | 59% | Close to average |

## 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** | 66% | 68% | -2 pp |
| **2024/25 (final)** | 82% | 69% | 13 pp |
| **2023/24 (final)** | 61% | 67% | -6 pp |
| **2022/23 (final)** | 54% | 66% | -12 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** | 73% | 80% | -6 pp |
| **2024/25 (final)** | 82% | 81% | 1 pp |
| **2023/24 (final)** | 61% | 80% | -19 pp |
| **2022/23 (final)** | 75% | 78% | -3 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** | 75% | 78% | -3 pp |
| **2024/25 (final)** | 82% | 78% | 4 pp |
| **2023/24 (final)** | 78% | 78% | 0 pp |
| **2022/23 (final)** | 67% | 77% | -11 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** | 73% | 80% | -6 pp |
| **2024/25 (final)** | 82% | 81% | 1 pp |
| **2023/24 (final)** | 67% | 79% | -13 pp |
| **2022/23 (final)** | 71% | 79% | -8 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 (3 term)** | 6.0% | 5.2% | Close to average |
| **2023/24 (3 term)** | 5.8% | 5.5% | Close to average |
| **2022/23 (3 term)** | 7.4% | 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 (3 term)** | 17.1% | 13.0% | Above |
| **2023/24 (3 term)** | 13.7% | 14.6% | Close to average |
| **2022/23 (3 term)** | 20.0% | 16.2% | Close to average |

## 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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