

Thomas Jones Primary School Annual Evaluation Document

Context

Data for this section has been drawn from a range of sources: the Inspection Data Summary Report IDSR, local authority data, Perspective Lite, .gov, information from our census, analysis carried out by the Thomas Jones Leadership Team and other data collected by the school through questionnaires and surveys.

Disadvantage

The **percentage of pupils known to be eligible for free school meals at any time during the past 6 years is 39.7%** (LA data) compared with 24.6% nationally and 35.3% locally. Thomas Jones is in the **highest quintile nationally**. The school's **deprivation indicator is 0.27** compared with 0.18 in comparison to other schools across the country (LA data). When employing IDACI deciles, **31.6% of the school community live in the 10% most deprived wards nationally** (LA data) and 86.7% live in the 50% most deprived wards.

By the end of Key Stage 2 **all groups excel. Academic outcomes at the end of KS 2 are within the top 1% of schools in the UK**. More important, there are **no anomalies** (this is all the more astonishing if one considers the starting point for many Reception pupils) – the lines from the song ***'It's not where you start it's where you finish'*** resonate powerfully. **See 2025's EYFS Context Report and 2025's 'Headlines'; see below too for a summary of KS2 SATs outcomes for 2024.**

Attendance and Behaviour

The mean average **attendance over the last three years was 97%**. This compares to 92.9% nationally for 23-24 (.gov data). Thomas Jones has stability of over 90% compared to 85.6% nationally, exceptionally high considering the school is based in inner London. **Currently attendance is 97%.**

There have been **no suspensions or permanent exclusions since 2016. Only one pupil has been permanently excluded in the last 25 years.**

Ethnicity

84.6% of pupils come from an ethnic minority background (LA data) compared to just 37.5% nationally. There are **32 discrete ethnic categories represented**. However, this data is limited by the categories dictated by the school census format. Due to the diverse make-up of the school, no single ethnic group dominates the school population. The largest ethnic groups are: Black African (18.6%), Moroccan (13.9%), Other Mixed Background (9.3%) and White British (8.4%).

40.6% of pupils are Muslim, 31.7% Christian, 0.8% Hindu, and 0.4% Buddhist. 0.4% describe their faith as 'other'. 17.7% of families identified themselves as being from a non-faith background and 8% are identified as unknown.

EAL

The percentage of pupils speaking **English as an additional language is 41%** (.gov data). This compares to 21% nationally. There are 24 distinct languages spoken. When different dialects of Arabic are factored in, there are a total of **30 languages represented**. The most commonly spoken first languages are English (64%) and Arabic (12%), followed by French (3.8%). Many children with English as an additional language are in the early stages of fluency with the language.

SEND

11 pupils at Thomas Jones have an Education Health Care Plan (5% of the roll). This compares with 4.3% nationally and 4.7% locally. There are a further **43 pupils who receive special educational needs support, bringing the total to 54 pupils overall** representing 41% of the roll. This compares to just 19% nationally.

Locality

Grenfell Tower

Thomas Jones is located in the Notting Barnes ward of Kensington and Chelsea, opposite the Lancaster West housing estate. **Grenfell Tower is 200 meters from the school's entrance. 40 families have homes on the estate.** Six of our families lived in Grenfell Tower. Significant numbers of families lost family and friends in the 2017 fire. One pupil lost her entire immediate family. Two former pupils (both at that time young people) died with their parents and younger sibling. Four former parents perished. Altogether, eleven people died that night who had an association with the school.

The above housing estate experiences a myriad of challenges. It is labyrinthine, with narrow, poorly lit corridors. Noise can present a challenge. **The most debilitating challenge pertains to overcrowded living conditions. Crime is a factor, mostly linked to drug and gang-related violence and the use of bladed weapons. Periodically, the school affords support to those most affected by the aforementioned elements.**

The fact that Thomas Jones is such an oasis of calm, a sanctuary for its pupils is on some level a minor miracle.

Awards

In **2024 we were re-accredited (having been accredited in 2019) as a 'World Class School'**, one of only a handful of settings in the UK to be accorded this accolade.

As a Department for Education (DfE) designated Teaching School (until 2023), Thomas Jones was, for seven years, frequently visited by educationists from around the country and abroad. **Support afforded to teachers and school leaders during this period can best be described as 'significant'** and was cited by many of the above in regard to improvements made in pedagogy, curriculum, strategy and outcome. The aforementioned venture ensured we remained valid and acutely accountable.

For a 10th consecutive year we appear in the Sunday Times list of 'Top Schools'. Thomas Jones has been identified as one of the 'Golden 28' (schools nationally whose pupils, many of whom are disadvantaged, have achieved the highest of academic successes over many years).

We have been selected to take part in the filming of Key Stage 1 Ofsted reading exemplification materials. The school has also provided advice to the DfE apropos the development of the National Curriculum. The Leadership Team's ***views have been sought pertaining to deprivation, the pupil premium, Early Years Education*** and the deployment of support staff (***most recently DfE Policy advisor Jessie Smith in April 2023***).

We have been presented with a Royal Borough of Kensington and Chelsea Excellence Award and an Evening Standard Newspaper 'London School of the Year' trophy.

The Head Teacher has been awarded an OBE for Services to Education.

The school appears in the current edition of the ***Good Schools' Guide*** in glowing terms and has Food for Life Gold and ***Healthy Schools Gold status***.

The Here and Now

We have long been the advocate for the weakest child, the individual who struggles the most profoundly, both at Thomas Jones and, as and when opportunities arise, in other settings (SEE BELOW). If a pupil does not make sufficient progress to achieve at or above the expected standard, the professional with responsibility for that child has failed. We ensure that the most capable are challenged to become more deft and expansive in their thinking. Our track-record, in regard to the above is strong, as evidenced by the exacting results that have been achieved over a number of years. Learning remains the single element that sets us apart and it is this which primarily informs our improvement agenda. Thomas Jones' greatest asset continues to be its pupils.

Pupils' behaviour is frequently disarming – this is palpable, as commented upon by the many visitors to the school (see the What They Say folders 2020-2025)

The only single-form entry community school in the north of the borough of Kensington & Chelsea, we are full to capacity with 236 pupils on roll (124 girls and 112 boys – full). Over-subscribed, with long waiting lists, in recent years there have annually been ***between 200 and 230 applications for 30 Reception places (200 applications in January 2025)***.

In the summer 2024 ***pupil evaluation, 99.4% of pupils responded positively to the question 'do you like being at this school?'*** In a survey of parents and carers conducted at the same time, 93% of parents were effusive in regard to the statement 'I would recommend this school to another parent'

Over the last twelve months we have continued to be been overwhelmed with ***requests to afford remote support to schools on an incidental basis***. Until recently, the Head Teacher was a National Leader of Education and we have challenged and supported a variety of settings, including a local secondary school, over a number of years. It is possible we will ally in one form or another with another community school in 2025/2026. In the first instance, this will entail leading CPD, 1:1 tutelage and the scrutiny of learning.

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July 2024's staging of 'The Musical Oliver', 2023's Peter Pan, 2022's The Lion, the Witch and the Wardrobe and 2021's Under Milk Wood, were evocations of quality (this bold claim can be evidenced by viewing excerpts of the performances). In terms of formalised ***SATs results as described in our ISDR in***

2024 93% of pupils achieved the expected national standard in reading, grammar, punctuation and spelling (GPS), and mathematics and 97% in writing. 90% of pupils achieved the higher standard in reading, 83% in grammar, punctuation and spelling (GPS), 37% in writing and 90% in mathematics.

Progress Since the 2023 Inspection

Our intent, aspiration and ambition in regard to ***the curriculum has been validated most recently by the school's designated LA Principal School Improvement Advisor*** – and on numerous occasions in the recent past by the many other visitors who frequently effuse about Thomas Jones. Thomas Jones' pupils speak candidly about their learning. It is our collective desire to consistently deliver a curriculum that is eclectic and meets the needs of all. Nevertheless, the Leadership Team fully acknowledge that despite the school's attributes, especially pertaining to reading, PD, the quality of writing by our Year 6 scholars, and the EYFS, continual improvement is absolute. More detail can be found in the school's ***Curriculum Intent document. Subject leaders are resourceful, knowledgeable and keen.***

We have reinvented on numerous occasions. ***The leadership team's motivations are very much about 2025/2026/2027. There exists a candid approach to much of what we do.*** The leadership team have an ***aversion to anything arising from excuses or complacency.*** The notion that one is only ever as strong as one's last challenge (and the next) resonates as much today as it did in 2023. The match between the quality of guidance that is afforded and the outcomes, is irrefutable, as evidenced by what is achieved at the end of Key Stage 2 – where ***all groups excel. There are no anomalies (this is all the more astonishing if one considers the starting point for many Reception pupils)*** – see 2024's EYFS Context Report.

When originally executed, some of what has now become the 'norm' at Thomas Jones was considered innovative: having an in-house play therapist; organic free-range lunches; a long-established 'booster' programme, as well as the literature taught in Year 6, including works by Maya Angelou, Emily Dickinson, Blake, and Shakespeare in the original Middle English. Despite a shift in direction, with the curriculum now at the centre of inspection, pedagogy and the quality of teaching and learning have remained paramount. Many of our pupils start their education from an exceptionally low baseline, but by the time they depart at the end of Key Stage 2, achieve highly (see above).

Cosmetically, the fabric of the school building continues to evolve. The school grounds, beehive and nature garden are a hugely important part of our success, and are considered an antidote to the harshness of the inner city. The family of foxes that live in the wooded enclosure and other resident wildlife afford an otherworldly quality.

Thomas Jones' demographic since 2023 is perhaps more complex than in the past. The further advent of WhatsApp has irrevocably added a dynamic. We have achieved the goal of establishing a school that genuinely serves a diverse microcosm of society, in which all groups exceed.

CPD led by staff is exemplary – the strongest it has ever been: insightful, well researched and ultimately impactful as evidenced by the many improvements made.

The leadership team continue to be their own harshest critics. The Deputy Head is highly regarded by pupils, families, staff and the wider community. Humility that exists amongst staff is authentic. The view that 'better never stops' is a view held by the great majority. There is warmth in abundance. Collegiality is a strength. There are no cliques or factions. Meritocracy is absolute.

We push against accepted ideology. Some of what we do is idiosyncratic and inventive, but hopefully never a cliché. The model we espouse is bespoke. It reflects those elements that have the most significant impact.

Displays are exacting. The standard of plays (see above) and concerts is disarming. Cello, violin and piano performances too (most recently July 2024 to a packed-to-capacity hall).

Some strands remain unchanged. The Deputy Head and Head Teacher still teach in the Nursery and Year 6 respectively, the latter every day. ***The Nursery continues to be the single most important part of the school***, simply because this is where everything begins. Early Years and Key Stage 1 practice remains outstanding. Led by the Deputy Head, SEN provision across the school is strong. We remain ultra-pedantic about everything from the colour of a child's hair tie to the content of a packed lunch. ***Learning is referred to as 'learning'***, not 'work' and ***children are referred to as children***, pupils or in the case of Year 6, 'scholars', never 'kids'. Language per se remains an acutely important strand. The lexicon of the school, the cadence that is encouraged, and the vocabulary that is employed, even amongst younger pupils, sets us apart. Like many schools, there have been many additional challenges since the last inspection. Some ubiquitous, others less so. Capacity is frequently compromised. Funding too. The fact we are something of an anomaly and out of step with the accepted narrative can be difficult. Despite being 'popular' with prospective parents and carers, not being in a position to expand to two-forms of entry has been frustrating. In 2025, the public announcement that Grenfell Tower will be taken down has had a debilitating effect for some of our families. We have noticed an acute increase in families wishing to engage in therapy.

Please refer to Thomas Jones School Improvement Plan Review 2024 for review of Objectives

QUALITY OF EDUCATION – 1

Strengths

- The quality of education at our school is exceptional and learning is of a consistently high quality.
- Our curriculum intent is embedded within the school learning ethos and regularly shared and revisited with all staff.
- Our curriculum is designed with our community in mind using our 'curriculum essentials' and looking ahead to future learning.
- Teachers are trained in how children learn – the importance of knowing more and remembering more through cyclical learning which is sequentially planned for.
- Implementation - teaching and learning remains absolute from Nursery to Year 6 – ultimately quality teaching informs quality outcomes. Teaching is visceral, insightful and exacting, underpinned by rigour and implemented with a deft touch.
- Teaching of early reading and phonics is outstanding – rigorous, engaging, and ultimately, improves outcomes.
- The exacting standards are juxtaposed with a great deal of empathy, encouragement and warmth.
- Strong assessment systems are fit for purpose, not onerous and improve outcomes.
- Impact - children arrive at Thomas Jones with significantly below starting points (on average) but the time they depart in year 6 are in the top 2% nationally.
- Twice yearly pupil progress tracker meetings

	<ul style="list-style-type: none"> • Children with gaps in learning for core subjects are developed through robust interventions in order to lay foundations for future learning. • Outcomes for children with SEND are outstanding. <p><i>Please refer to Thomas Jones School Data Report for a breakdown of outcomes at EYFS, KS1 and KS2.</i></p>
Areas for development	<p>To ensure outcomes across the school are impressive and reflect remarkable teaching, including delivering an inventive booster programme, maintaining, and further developing a culture that at its centre, promotes ambition and aspiration.</p> <p>a) To improve standards across the school with writing</p> <p>b) To improves standards across the school with mathematics fluency</p> <p>To ensure exacting standards in the following:</p> <ul style="list-style-type: none"> • Play Plus • lunch provision.
BEHAVIOUR AND ATTITUDES – 1	
Strengths	<ul style="list-style-type: none"> • No fixed or permanent exclusions for 7 years, and only 1 child has had a permanent exclusion in the past 20 years. • Behaviour is consistently commented upon as ‘disarming’ by visitors, both around the premises and in lessons. Mutual respect is evident. • Curing the pandemic, attendance remains static at 97%, pre-pandemic we had a mean average over 5 years of 98%. • Tardiness is something we take very seriously and revisited across the year in many forums. Our expectations is exacting. • Although rare, incidents of bullying are taken very seriously and are never tolerated no matter how minor they are perceived to be. Senior Leaders invest much time in investigating such matters. • Ensuring a safe learning environment is prioritised – children want to come to school. • A reflective approach is adopted with any incidents of discrimination or similar issues. These are followed up and further tackled using a whole school approach – circle times, story times, assemblies, adapted lesson plans, the Personal Development curriculum, as examples. • Our Personal Development curriculum is proactive so behaviour and attitudes is taught systematically across the school and revisited in an age appropriate way year on year to embed in long term knowledge. • Policies and documentation are updated annually and reflect the inclusive nature of the school. • Huge emphasis placed on presentation of learning in books – children take pride in what they produce and are responsible. • Presentation of handwriting is sublime, particularly when children leave in year 6. This continues to be remarked upon by many visitors to the school.

	<ul style="list-style-type: none"> • Children are taught to take pride in the school environment, look after it and value resources. • Whilst we do use some reward systems, these are not the primary motivator. Children have an intrinsic desire to value education for its own sake and the benefits and rewards it offers. • Children aspire to attend a first class university or art school, for example, and children understand that education can open doors for their future.
Areas for development	<ul style="list-style-type: none"> ➤ To continue to identify and work with individual families to improve punctuality, particularly within KS2 children (alongside support from agencies such as Early Help).
PERSONAL DEVELOPMENT – 1	
Strengths	<ul style="list-style-type: none"> • Spiritual, moral, social and cultural development (SMSC) is embedded into the life and ethos of the school, including assemblies, community links, classroom displays and our school council. • Our track record demonstrates our commitment in real terms to British Values, ranging from our annual remembrance assembly, to jubilee celebrations. Acknowledging religious festivals is a priority. We embrace at every opportunity the notion of democracy and free speech – we celebrate our commonality rather than our differences. In Year 5 and year 6 especially, identity and belonging are explored in depth in a transparent and sophisticated manner. As with SMSC, British Values are embedded into the life and ethos of the school. • Compliance with statutory guidance for RHSE, in liaison with our community and incorporated within our whole school Personal Development Policy. In addition, we have our Sex Education curriculum run in partnership with local NHS services in years 5 and 6. • Single Equality Policy with annual review of objectives. • Equality and inclusion is a fixed agenda item for governing board meetings. • Pastoral support is outstanding, with families and children at the centre of our motivation. We ensure the community we serve are trusting and their emotional and mental wellbeing remains absolute. The school remains hands on in affording support to the most vulnerable and we pre-empt and intervene appropriately. • Emotional literacy is taught as part of our Personal Development curriculum. Each class utilises a space as a ‘calm corner’ to support children where necessary. • There exists an open door policy by the SENDCo and Deputy Head. Children utilise trusted adults at times of need. • We have a Gold Healthy Schools Award and an ongoing commitment to healthy school lunches remains an priority. • Children are afforded a range of experiences and opportunities through both the broad curriculum and also enrichment activities ranging from music, sports, arts and technology based disciplines. • Regular reviews of extra-curricular experiences and opportunities take place – we consider the children’s and parents/carfares voice. Clubs are reviewed regularly and uptake is good. • We consistency host visits from other professionals with a focus on how we develop pupil’s character.

Areas for development	➤ To continue to develop resilience and emotional wellbeing for all children, whilst considering capacity and resources and the needs of the wider community.
LEADERSHIP AND MANAGEMENT – 1	
Strengths	<ul style="list-style-type: none"> • Leaders have a clarity of vision and direction (ethos and values), including a relentless focus on learning and high standards. • Senior leaders lead by example and both the Head and Deputy teach in Nursery and Year 6 up to 4 times a week. • Senior leaders use a distributed leadership model and have faith in the team. • Safeguarding procedures are robust, consistent and thorough including dealing with incidents (however small they appear to be) as they arise. An exceptional track record of liaising with outside agencies, reporting to governors, staff safeguarding CPD and update of policies/following legislation. • Annual Health and Safety audit, liaison with RBKC health and safety teams and any incidents are reported to the borough. Robust health and safety policies are in place and reviewed annually. • Policies are updated annually in line with statutory guidance. These are shared with governors and staff. • Continuous professional development led by subject leads or outside professionals. Training needs identified through robust appraisal progress and subject scrutiny/action plans. • There exists a strong programme of evaluation with all stakeholders, informing school improvement priorities. • Extremely strong emphasis placed on staff wellbeing and workload including PPA tasks carried out at home as necessary, open door policy by SLT for all staff, consistent review of working practises and a supportive view of professional development for staff members. Our staff report high levels of support for their wellbeing. • Senior Leaders have an open-door policy for parents. Parental communications with class teachers are strong and include sharing curriculum information, coffee mornings, welcoming children and families in the playground daily and listening to parent's voice and acting upon feedback. Parent teacher meetings are positive and feedback is frequently extremely positive. • Middle leaders accessing NPQ qualification.
Areas for development	<p>To familiarise with the new Ofsted framework and prepare for forthcoming Ofsted inspections.</p> <p>To ensure financial sustainability, accountability and value for money with specific regard to:</p> <ul style="list-style-type: none"> • SEND - to ensure financial viability of SEND provision and create a long-term plan for funding; • fundraising - to become a charitable enterprise and open up additional funding streams; • the Nursery - provision is profitable; • wraparound Care inc. clubs, and

	<ul style="list-style-type: none"> • lunchtime provision. <p>s</p> <p>To revisit the roles and responsibilities within the leadership team to ensure:</p> <ul style="list-style-type: none"> • sustainability and longevity; • suitability; • succession, and • that middle leaders are professionally developed. <p>To develop the role of the site manager to ensure value for money in terms of premises maintenance.</p> <p>To reinforce the quality of the governing board through appropriate CPD, school visits and working in partnership with school leaders, teachers and subject leaders.</p> <p>To complete the final stage of the premises project:</p> <ul style="list-style-type: none"> • To rationalise all interior school storage (School House rooms, costumes?) • To rationalise all outside space (re-tarmacking, replacing rotten sleepers, installation of KS1 play stimuli)
QUALITY OF EDUCATION IN EARLY YEARS – 1	
Strengths	<ul style="list-style-type: none"> • The quality of Early Years education is outstanding, this has been frequently ratified by visitors. • Quality of teaching is exemplary. • Unified and shared vision for learning, the learning environment and outcomes. High ambition is shared by all staff. • Children are highly motivated to join in and engage with learning. Children are developing their character education and becoming more robust through daily focus on PSED. • Strong emphasis on language acquisition and communication skills. • Children learn to manage social situations through high levels of self-control and respect, co-operative play and sharing. • Robust programme of systematic phonics is taught and followed up through well planned child led activities and adult led tasks. • There is a consistency of staffing and approach to teaching and learning within in the EYFS. The Deputy Head teaches in Nursery each week. • Rigour and attention to detail of EYFS leadership – linked to statutory assessment, resourcing and school development priorities.

	<ul style="list-style-type: none"> • Developing strong relationships with parent and carers through engagement is prioritised. We hold coffee mornings, open afternoons and annual events parents can get involved with. • The impact of the curriculum on what children remember and can do over time, is strong.
Areas for development	To develop outdoor resourcing and provision in the EYFS generically, paying particular reference to literacy and mathematics.
OVERALL EFFECTIVENESS – 1	
<p>Thomas Jones is an outstanding school and continues to be so because of reflective practise, robust evaluation and strong leadership. As a result, outcomes at KS2 remain incredibly high despite the complexities within the community we serve.</p> <p>Outstanding is evidenced through:</p> <ul style="list-style-type: none"> • Latest Ofsted inspection report (October 2023) - https://reports.ofsted.gov.uk/provider/21/100488 • ‘What they say’ visitor file • Thomas Jones Curriculum Intent • Thomas Jones Curriculum Action Plan • Teaching and Learning Policy • Thomas Jones Intervention Programme (ongoing document) • Thomas Jones Assessment Policy • EYFS 2024 Analysis • Phonics 2024 Analysis • KS1 2024 Analysis • KS2 2024 Analysis • Pupil Progress 2024 Analysis • Achievement over Time Report 2024 • SEND Outcomes Annual Report 2024 • Pupil Premium Report 2024 • Multiplication Check Report 2024 • Thomas Jones Parent/Carer Evaluation Results Summer 2024 • Thomas Jones Children’s Evaluation Results • Thomas Jones Governor’s Evaluation Results Summer 2024 • Thomas Jones Positive Behaviour Policy 	

- Thomas Jones Home School Agreement
- EYFS Context Report 2025
- School Improvement Plan – 2025
- Appraisal folders (any staff member)
- Monitoring feedback – classrooms, book looks/profiles and planning
- Thomas Jones Primary School – Safeguarding Audit 2024-2025
- Early Years Foundation Stage Policy
- Thomas Jones School English Overview
- Thomas Jones School 2024 Early Years Foundation Stage Data Analysis
- Children’s individual learning profiles (Nursery and Reception)
- Thomas Jones Single Equality Policy 2024-2028
- Thomas Jones Single Equality Objectives - Report on meeting objectives
- Year 6 writing files
- Accessibility Plan and Equal Opportunities Policy
- Thomas Jones Accessibility Objectives - Report on meeting objectives

Next Steps

Please refer to the Thomas Jones Improvement Plan 2025 for a summary of school development targets and next steps.