

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
www.gov.uk/ofsted



13 May 2025

Jack Taylor
Principal
Griffin Primary School
Stewarts Road
London
SW8 4JB

Dear Mr Taylor

Monitoring inspection of a school not in a category of concern of Griffin Primary School

This letter sets out the findings from the monitoring inspection that took place on 2 April 2025, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school meets the monitoring threshold as set out in the [Monitoring Inspection Handbook](#).

The purpose of a monitoring inspection is not to grade the school's key and (where applicable) provision judgements, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, I discussed with you and other senior leaders, the chief executive officer (CEO) of the trust, the regional director of the trust and a representative of the local authority, the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also visited lessons, held meetings with staff, spoke with pupils and looked at their work. I have considered all this in coming to my judgement.

Leaders have made progress to improve the school, but some aspects of the school need further improvement.

The school should take further action to:

- continue to embed curriculum improvements across all year groups, ensuring that all pupils, including older pupils with gaps in their knowledge, build effectively on prior learning.

Main findings

Since the last inspection in November 2023, there have been many positive changes at the school. The appointment of the new headteacher, along with adjustments to other key leadership and staff roles, has supported the ongoing development of the curriculum. In addition, a robust programme of staff training and development has been implemented to increase teaching expertise. The staff team has adapted well to these changes.

The school has made significant strides in refining its curriculum. It has worked to identify and sequence the key knowledge that pupils need to learn. This is ensuring that important topics are taught in a logical order. The teaching of the reading curriculum has improved, with a strong focus on building pupils' phonics knowledge and structured reading sessions. Nevertheless, some pupils have gaps in their learning across subjects. This is partly due to the variability in the quality of education in previous years. The school is addressing this by providing staff with clear expectations regarding what will be taught and when, alongside targeted training to embed these curriculum changes effectively. That said, the school's work to ensure that pupils develop knowledge progressively is not fully established.

The school's leadership team and governors clearly understand the school's strengths and areas for development. The academy trust has supported the school through regular monitoring visits, while also providing opportunities for staff to share effective practice across its network of schools. This robust internal support is helping to improve the teaching of the curriculum. It is also securing greater consistency in curriculum thinking and the resources used to support its delivery. Through drawing on trust-wide expertise, the school is further enhancing the overall effectiveness of its educational provision.

The school has also worked closely with the local authority to provide an external perspective on its work. For example, the school's collaboration with the mathematics and English hubs is supporting its work to develop staff's subject knowledge and enhance curriculum delivery and teaching. The school intends to continue to engage with these external partners to further support curriculum development and strengthen teachers' expertise.

I am copying this letter to the chair of the board of trustees, and the CEO of the Elliot Foundation Academies Trust, the Department for Education's regional director and the director of children's services for Wandsworth local authority. This letter will be published on the Ofsted reports website.

Yours sincerely

Adam Vincent
His Majesty's Inspector