

Inspection of Woolmore Primary School

Woolmore Street, Poplar, London E14 0EW

Inspection dates: 28 and 29 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

'Togetherness' is a word that sums up Woolmore. Pupils, staff and families come together frequently to celebrate, learn and support each other. Pupils and staff are proud and happy members of this school.

Staff have high expectations and are aspirational for every pupil. They want them to achieve highly, and pupils do. Across the curriculum, pupils build detailed knowledge and remember it in the long term. They thrive in all aspects of school life and relish their learning.

Pupils and adults display high levels of respect towards each other. Clear and consistent expectations mean that pupils behave very well. The school values, such as care and respect, are the pillars of everyday school life. Pupils are shown, taught and reminded at every opportunity what these values are and what they mean.

Pupils feel safe. They understand what bullying is and that such behaviour is not acceptable. Adults sort out any concerns quickly if they arise.

Pupils take part in a rich variety of experiences alongside the subjects they learn. Opportunities have recently included visits to iconic landmarks in London as well as to the British basketball play-off finals at the O2. Debates about different perspectives are a regular feature of the curriculum. Pupils also learn about helping others, for example by raising money for charities.

What does the school do well and what does it need to do better?

Leaders' high ambitions for pupils' achievement begin in the early years. The curriculum is constructed to make sure that children are prepared well for their future learning. Children secure their understanding of important basic ideas very well. This includes in reading and early mathematics. They explore and begin to make sense of the world through activities designed to gradually increase their knowledge. Staff also focus on developing children's language. This plays a key role in helping children to become curious, confident and independent learners.

In other year groups too, the curriculum is ambitious and enables pupils to succeed. Learning across all subjects is well planned and sequenced.

Pupils remember the things that they have learned fluently and in depth. This is because teachers provide opportunities for pupils to practise and recall prior learning. The concepts and ideas that pupils need to be successful in their future learning are identified and prioritised. For example, in mathematics, pupils regularly go over and apply their knowledge of number facts, including their times tables. They are particularly proud to work towards and then receive the headteacher's times table award. This recognises their success in this aspect of mathematics.

Pupils are taught to read by highly skilled adults. As soon as they start school, children learn to read through the systematic and consistent teaching of phonics. Support is quickly put in place, if needed, to make sure that all pupils become fluent readers.

Pupils use the mantra 'read every day, it's the Woolmore way'. They talk with enthusiasm about the books they are reading. Daily story-time sessions enrich their reading for pleasure. Pupils are keen visitors to the school's library. Here, they enjoy exploring different authors and borrowing books that they can read and share at home.

Teachers skilfully find out what pupils know. If pupils need to go over knowledge again, staff make sure that this happens. They are highly skilled in adjusting learning so that pupils master important concepts. This includes making adaptations for pupils with special educational needs and/or disabilities (SEND). Staff have high expectations of what these pupils can achieve. Pupils' additional needs are quickly identified. Effective support is put in place, right from the start of the early years.

The provision for pupils' development is of exceptionally high quality. Leaders continuously reflect on and strive to improve the provision that is in place. Pupils' aspirations and well-being are front and foremost of leaders' decisions.

Every opportunity is taken to introduce pupils to new experiences. Through this, they are encouraged to learn about the world beyond the immediate community. Pupils are taught to aim high and not see any barriers to their future success, both in school and in later life. All pupils are actively encouraged to attend clubs before and after school, represent their school in a sports team and learn to play a musical instrument.

Pupils' behaviour is exemplary. They are taught to value and understand the experiences of others. This includes learning about and respecting ways that people can be different, for example that families are not all alike. Pupils also learn lots about how to keep physically and mentally healthy.

Staff development and training are prioritised. Staff feel valued at this school because leaders take into account their well-being and workload when making decisions.

Leaders and governors have an aligned and shared vision. Governors support and hold leaders to account effectively. Together, they ensure the best possible outcomes for all pupils, including those with SEND.

Safeguarding

The arrangements for safeguarding are effective.

Pupils trust adults in the school to sort out any issues. The planned curriculum teaches pupils how to keep safe, including about online safety.

Leaders know their families and community well. They work with families and external agencies to ensure that pupils' welfare is supported, and that they are kept safe.

Staff and governors have regular, up-to-date training on safeguarding. They know what to look out for and how to report any concern that they may have. Leaders have a clear overview of the needs of pupils and families, and act effectively when concerns arise.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100928
Local authority	Tower Hamlets
Inspection number	10227422
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	655
Appropriate authority	The governing body
Chair of governing body	Samantha Rashid
Headteacher	Tracy Argent
Website	www.woolmore.towerhamlets.sch.uk
Date of previous inspection	13 June 2019, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, the school has expanded from a one-form entry to a three-form entry school.
- Leaders do not make use of any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in the evaluation of the school.
- Inspectors held meetings with the headteacher, senior leaders and subject leaders. They met with the chair of governors, vice-chair of governors, a parent governor and a representative from the local authority.
- Inspectors did deep dives in the following subjects: early reading, mathematics physical education, science, geography and history. Inspectors discussed the curriculum with subject leaders, visited lessons, looked at pupils' work and

listened to pupils read. Meetings with pupils and teachers were held to gather their views. Other subjects, such as design and technology and art, were also considered as part of this inspection.

- Inspectors scrutinised a wide range of documents, including those related to safeguarding, attendance, pupils' personal development and behaviour. The views of parents, carers and staff were also considered, including through Ofsted's surveys.
- Inspectors considered the effectiveness of safeguarding through discussions with leaders, teachers and support staff. They looked at records relating to safeguarding, including pre-employment checks on staff.

Inspection team

Julie Wright, lead inspector	His Majesty's Inspector
Lorraine Slee	Ofsted Inspector
Abdul-Hayee Murshad	Ofsted Inspector
Seamus Gibbons	Ofsted Inspector

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