

# Inspection of a good school: Wellington Primary School

Wellington Way, Bow, London E3 4NE

---

Inspection dates:

11 and 12 October 2022

## Outcome

Wellington Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

Pupils are extremely proud and happy members of the school community. They understand the school's agreed values. Staff have high expectations of pupils' behaviour. Pupils follow the school rules consistently well across the school and behave sensibly. Pupils are safe here. When incidents of bullying occur, staff deal with it quickly and effectively.

Staff prepare pupils for life in modern Britain. They have a good understanding of democracy. Staff encourage pupils to take on many responsibilities, such as 'Junior Leadership' representatives and 'Arts Ambassadors'.

Pupils enjoy a broad range of trips and clubs. They particularly look forward to the three residential journeys in Years 4 to 6. Pupils enjoy playing musical instruments and the opportunities to learn these in more depth. Pupils are taught how to keep healthy and compete in a range of sports, including against other schools. Many pupils take part in dance clubs.

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

Leaders have designed a broad and ambitious curriculum. All pupils, including those with special educational needs and/or disabilities (SEND), receive appropriate support so that they can access and progress well in every subject. Leaders ensure that they embed the curriculum securely and consistently across the school. All teachers, including those who teach in the early years, have access to high-quality subject-specific training. This enables them to teach each subject with confidence. In mathematics, for example, staff deepen pupils' understanding so that they are fluent. They do this through a carefully sequenced curriculum. In the early years, staff help children expertly to visualise numbers and to learn number facts. As pupils progress through the school, they develop a deep

understanding of the key ideas they are learning. Teachers make appropriate adaptations to lessons so that pupils with SEND access the same learning as their peers.

Over time and across every year group, pupils achieve the ambitious aims of the school's curriculum. Leaders identify the key knowledge they want pupils to remember. Teachers revisit regularly what pupils have previously learned. Teachers help pupils to make purposeful links in their learning. For example, in history pupils develop a deep body of knowledge about how beliefs and customs have changed over time.

In other subjects, such as art and design, leaders' curricular thinking deepens the skills that pupils learn in previous years. Pupils develop vast understanding in their drawing, painting, sculpture and collage. They study a range of different artists each year.

Staff check routinely what pupils remember and correct any misconceptions. They expertly adapt their lessons to make sure that they address any gaps in pupils' knowledge. In lessons, pupils consistently demonstrate positive attitudes towards their learning.

Reading is at the heart of the school's work. Leaders promote a love of reading from the moment children start school. Teachers share a selection of carefully chosen books with pupils. They ensure that pupils are prepared for the next stages of their learning. This is because staff have the training and subject knowledge to teach early reading well. Pupils who find learning to read difficult are identified quickly. These pupils receive extra support to help them keep up. Books that pupils read match their phonics knowledge. Pupils learn to read with confidence and fluency.

Staff are proud to work at the school. They consider it a privilege to teach the pupils here. Staff are grateful for the support they get from leaders, since they know that leaders' support promotes their well-being. Leaders take active steps to identify ways to manage staff workload further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that staff training is treated as a priority. All staff have a clear understanding of their safeguarding responsibilities. Leaders take any concerns raised seriously. They ensure that they keep staff informed about how to keep pupils safe.

Leaders work closely with external agencies to support pupils. They make great efforts to work together with families.

Pupils are encouraged to keep safe, including online. They are taught to recognise the signs of unhealthy relationships. Pupils have at least one adult they could speak to if they are worried about anything.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in May 2012.

## 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

<b>Unique reference number</b>	100927
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10240502
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	396
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ronnie Henderson
<b>Headteacher</b>	Martin Grant
<b>Website</b>	<a href="http://www.wellington.towerhamlets.sch.uk">www.wellington.towerhamlets.sch.uk</a>
<b>Date of previous inspection</b>	28 March 2017, under section 8 of the Education Act 2005

## Information about this school

- There have been no relevant changes since the previous inspection.
- The school currently does not use any alternative provision.

## Information about this inspection

- 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 that into account in their evaluation of the school.
- Inspectors held meetings with senior leaders from the school. They met with members of the governing body, including the chair of governors, and met with the local authority school improvement adviser.
- Inspectors met pupils to understand their views about the school.
- Inspectors did deep dives in the following subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons with senior leaders, met with teachers, spoke to some pupils about their learning and considered pupils' work. Inspectors also spoke to leaders about the curriculum in other subjects.

- Inspectors considered the behaviour of pupils during lesson visits and around the school. They observed pupils as they arrived at school in the morning.
- 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.
- Inspectors spoke to staff about their workload and well-being. They also took into consideration the views of staff, pupils and parents, including through Ofsted's surveys.
- Inspectors considered a wide range of documentation provided by the school. This included curriculum documentation and school policies.

### **Inspection team**

Aliki Constantopoulou, lead inspector

His Majesty's Inspector

Deborah Walters

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:  
<http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022