

# Inspection of Wormholt Park Primary School

Bryony Road, London W12 0SR

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Inspection dates: 18 and 19 July 2023

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils love attending this school. They feel safe and well supported. There is a warm working relationship between teachers and pupils. Pupils engage fully in lessons. They enjoy their learning and progress well through the curriculum. They also learn about respecting others, and they are encouraged to develop confidence and kindness.

Leaders ensure that all pupils follow a broad and balanced curriculum. They are ambitious for all their pupils, including those with special educational needs and/or disabilities (SEND) or those from more disadvantaged backgrounds. Leaders provide regular opportunities for pupils to enrich their learning through, for example, regular trips.

Pupils behave exceptionally well, consistently demonstrating considerate attitudes towards others. They spoke enthusiastically about their school ethos, which emphasises the importance of respecting everyone's rights. They explained how this helps them to talk about and manage their feelings. They gladly take responsibility across the school and feel that the school belongs to everyone. Serious incidents such as bullying are very rare, but they are dealt with effectively.

Leaders ensure that the school is a welcoming and pleasant place. Pupils relish the time they spend playing in the well-equipped playground. Many attend the free breakfast and after-school clubs.

Teachers and staff make sure that they know their pupils well. Pupils' achievements are valued and regularly celebrated.

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

Leaders ensure that all pupils follow a rich curriculum. Subject leaders have invested in and developed schemes of work that reflect the scope and ambition of the national curriculum. Pupils' learning in a subject is coherent and well sequenced, and this helps to ensure that they learn and remember more over time. Subject leaders also plan carefully to ensure that children in early years are ready for their learning in each subject when they start Year 1.

From early years onwards, the ambitious approach to early reading ensures that all pupils become confident and motivated readers. Leaders provide effective training to staff on how to support pupils' development of their phonic knowledge. Pupils are assessed regularly and accurately. When they are in need of additional help, this is swiftly provided. Pupils practise reading often with books that match their phonic knowledge. They enjoy choosing books from class and school libraries, and they are encouraged to sample a variety of authors and genres. Pupils also enjoy story time and the 'pop-up bookshop', through which they are given six new books a year.

Leaders support subject leaders and teachers to develop their subject expertise so that the curriculum is demanding and delivered well across all subjects. In history, for

example, the curriculum enables pupils to gain an increasingly detailed understanding of ancient and modern societies and civilisations. Educational outings are incorporated into the curriculum to enrich pupils' learning. For example, pupils go on visits to the River Thames to support their understanding of human and physical features in geography.

While pupils learn well overall, sometimes, teachers are not checking with precision if pupils have understood securely what they have been taught. Equally, there are instances where pupils are given tasks and activities that do not match up with what leaders and staff expect pupils to learn and remember. Subject leaders are aware of what needs to be improved. For example, they are supporting teachers to strengthen approaches to checking pupils' understanding.

Leaders are swift to identify and meet the needs of pupils with SEND. Leaders and staff put in place suitable adaptations so that these pupils are able to follow the curriculum and are motivated to do well.

Pupils behave very considerately. They respond to the high expectations of staff. They learn to be extremely understanding of others and are keen to support one another. At play time, pupils enjoy a range of energetic games before returning sensibly to class and settling sensibly back to their learning.

Leaders ensure that pupils learn to talk about their feelings and have safe spaces to do so. Pupils follow a well-crafted programme of personal, social and health education. Pupils thrive in positions of responsibility, such as 'rights-respecting ambassadors', recycling leaders and members of the arts council. For instance, pupils on the arts council recently organised an art gallery in which every pupil had a piece of work exhibited. They also raised money for the arts materials by running a bake sale.

Pupils enjoy taking part in a very wide and rich set of opportunities. The school offers an impressive range of free clubs, which are well attended. Pupils also enjoy numerous school events and trips, and they participate in competitions like the Mayor's Cup. Leaders ensure that these opportunities are open to all by, for example, giving priority invitations to pupils who they think may particularly benefit. Take-up is exceptionally strong, including by pupils with SEND and disadvantaged pupils.

Governors have a detailed understanding of the school. They work hard to provide support and challenge to leaders.

Staff are proud to work at Wormholt. They appreciate the training opportunities and the support offered by leaders for well-being and workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and teachers are well trained. They understand the challenges faced by some families. They carry out checks to ensure that only suitable adults are employed in the school.

Staff are alert to where pupils may need support. They report concerns promptly. Leaders follow these up swiftly and make referrals to wider agencies, where this is needed, to secure appropriate help.

Leaders ensure that pupils learn about how to keep themselves safe. Pupils trust staff. They talk to them and report worries that they may have. Leaders make sure that pupils receive the help they need, organising both internal and external support. This includes support available from art therapy and mentoring.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some cases, the work given to pupils is not matched closely to what leaders aspire for pupils to learn and remember. This reduces how successfully pupils are supported to acquire knowledge cumulatively and in turn achieve the ambitious end points of the curriculum. Leaders need to ensure that teaching aligns consistently and fully with their agreed expectations.
- In some subjects, checking on whether pupils remember long term what has been taught is not well established. This affects how well teaching is able to respond to and address any aspects of learning that pupils have not grasped fully. Leaders need to continue their work to ensure that checking for understanding is linked closely to the ideas and concepts identified in curriculum thinking.

## **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>	100341
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	10255300
<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>	356
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mahua Nandi
<b>Headteacher</b>	Anika Hargie
<b>Website</b>	<a href="http://www.wormholtparkprimary.co.uk/">http://www.wormholtparkprimary.co.uk/</a>
<b>Date of previous inspection</b>	8 and 9 March 2022, under section 8 of the Education Act 2005

## Information about this school

- This school has two forms of entry in each academic year, with the exception of Year 1, which has only one form of entry.
- The headteacher and deputy headteacher took up their posts in September 2020.
- Almost all subject leaders have started their roles since May 2022.
- Leaders have worked with the local authority to develop a temporary specialist provision to meet the needs of identified Reception-aged children with autism spectrum disorder. This provision will continue into the coming academic year in collaboration with the local authority.
- Leaders do not currently make use of any alternative provision.

## Information about this inspection

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, computing and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects. This included visits to early years and a discussion with the early years leader.
- To inspect safeguarding, leaders reviewed policies and spoke to leaders, staff and pupils. They also reviewed the single central record and records of referrals made to the designated safeguarding leader.
- Inspectors reviewed responses to the Ofsted surveys for staff, pupils and parents and carers.
- Inspectors spoke to leaders and reviewed records related to behaviour and attendance. They observed pupils' behaviour during breaktimes and spoke to groups of pupils about their experience of the school.
- Inspectors spoke to leaders and pupils about personal development.
- Inspectors spoke to school leaders and governors about their plans for the school, as well as reviewing documents such as the school improvement plan. They also spoke with the school improvement partner from the local authority.

### **Inspection team**

Alice Clay, lead inspector

His Majesty's Inspector

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