

# Inspection of Wellington Primary School

Wellington Way, Bow, London E3 4NE

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Inspection dates: 7 and 8 December 2023

## **Overall effectiveness**

**Outstanding**

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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?**

Pupils thrive in this nurturing, aspirational and exceptional school. Leaders have the highest expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Their relentless focus on providing the best possible quality of education enables children in the school to excel. Pupils work very hard every day to achieve highly. Staff know their pupils and care for them very well. They work tirelessly to keep pupils safe.

Leaders are hugely committed to the children and their families. They go above and beyond to provide a great deal of support for the community. For instance, the school set up a local food bank, which has received significant recognition, including from the king. Parents and carers highly praise the school's work.

The provision for pupils' personal development is impressive in its breadth and quality. Pupils are prepared well for life in modern Britain and supported to be successful in their later lives. Pupils attend two residential trips over Years 5 and 6. They also take part in a young enterprise scheme and work week with a local law firm to prepare them for future employment.

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

The school has created a curriculum that is broad, ambitious and inclusive. What is most striking is the meticulous attention to detail that goes into leaders' curricular thinking. They have created a bespoke curriculum for this specific community, and they are always trying to improve it. Leaders implement their ambitious vision for the pupils with commitment and expertise. They continuously evaluate the impact of what they do and strive for ongoing improvements. Staff greatly appreciate leaders' support for their well-being and workload. Governors know the school well and offer intelligent challenge and support to school leaders.

Leaders have thought carefully about the ambitious knowledge pupils should learn in each subject. For example, Year 5 pupils considered the water cycle in geography alongside their historical study of the River Nile in ancient Egypt. Pupils reflected sensibly about the geography of Syria when reading the novel 'Boy at the Back of the Classroom'.

Teachers regularly check what pupils know and can do. This means that any gaps in pupils' learning or misconceptions are identified and addressed. No pupil is left to fall behind. This enables pupils to deepen their breadth and use of subject-specific vocabulary. For example, in physical education (PE) Year 4 pupils explained the need to 'pivot' in netball. In mathematics skilled staff deepen pupils' knowledge and skills. For instance, in Nursery, staff helped children to examine the properties of two-dimensional shapes. Older pupils could talk confidently about composite numbers and prime factors.

Pupils with SEND have lessons and activities adapted effectively to help them overcome any barriers to learning. Each pupil's additional needs are acutely understood by staff. As a result, pupils with SEND achieve as well as other pupils.

Staff are determined that every pupil will learn to read from the start. Children get off to a flying start in the early years. Through daily routines and using songs and rhymes, staff develop children's communication and language skills. The well-embedded phonics programme is delivered through highly skilled teaching. Those who need additional help to learn phonics are quickly identified and supported. Ambitious texts provide pupils with excellent insights into the wonders of the wider world. Outcomes in reading are strong, including for those who are new to the English language.

Pupils behave exceptionally well, both in class and around the school. Children in the early years learn to manage their own emotions and empathise with others. They follow instructions, cooperate with each other, and take turns well. The school teaches pupils to be ready, respectful and safe. The school's attendance was affected by the pandemic. However, due to leaders' effective strategic work, attendance has significantly improved recently.

The school provides many opportunities for pupils to develop their talents and interests. All pupils learn to play two musical instruments. Pupils can participate in many sporting opportunities, events and competitions. They can take part in the annual ballet performance. Pupils have opportunities to work with a professional dance group on a cross-curricular project. The school's support for pupils' mental health is exceptional. Pupils can take on many positions of responsibility within the school. For example, they can join the junior leadership team, become playground friends, arts ambassadors, digital leaders or well-being ambassadors.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children 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>	10289798
<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>	399
<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>Dates of previous inspection</b>	11 and 12 October 2022, under section 8 of the Education Act 2005

## Information about this school

- The school does not currently use any alternative provision for any of its pupils.
- The school runs a breakfast and after-school club.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with members of the school senior leadership team, a selection of subject leaders, teachers and support staff.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and PE. For each deep dive, the inspectors held discussions about the

curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work.

- Inspectors also considered the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with those responsible for governance, including the chair of the governing body. They also spoke with a representative from the local authority.
- The views of pupils, parents and staff were considered through discussions and looking at information collected from Ofsted's online surveys.

### **Inspection team**

Christian Hicks, lead inspector

His Majesty's Inspector

Eleanor Ross

His Majesty's Inspector

David Bryant

Ofsted Inspector

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