Inspection of Sir William Burrough Primary School

Salmon Lane, Limehouse, London E14 7PQ

Inspection dates:	2 and 3 July 2025
The quality of education	**Good**
Behaviour and attitudes	**Outstanding**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Outstanding**
Previous inspection grade	Requires improvement

The executive headteacher of this school is Siobhan Fehim. This school is part of University Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Gillian Kemp, and overseen by a board of trustees, chaired by Peter Heathcote. The executive headteacher is responsible for this school and one other.

What is it like to attend this school?

Pupils enjoy being part of this calm, purposeful school. They are happy here. One pupil typically remarked, 'Our classrooms are peaceful, and playtimes are friendly and fun.'

Staff have high expectations. They have a thorough understanding of each pupil's individual needs. Pupils respond positively to the school's high expectations and achieve well.

Pupils are well cared for. They feel safe at school. They know that they can approach trusted staff if they have any worries. The school takes the safety and welfare of pupils very seriously.

Pupils' behaviour is exemplary. They adopt very positive attitudes to their learning. Pupils build strong and positive working relationships with their peers and with staff. They demonstrate respect for their teachers and one another. Pupils listen attentively during lessons. They feel a strong sense of belonging and take pride in their school. Pupils are taught to be respectful of differences and to appreciate other people.

The school has made recent changes to the school's personal development programme to enrich pupils' experiences beyond the academic curriculum. For example, this year pupils have visited a local farm and museums in London. Pupils develop their talents through art projects, participation in sporting competitions and musical performances.

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

Staff work closely with parents and carers to identify any specific needs when children first join the school. Pupils with special educational needs and/or disabilities (SEND) receive the support they need to succeed.

The school has developed an ambitious and broad curriculum and has identified what pupils need to learn and when they need to learn it. Teachers present content clearly. Typically, they check what pupils know and remember, and revisit key concepts when needed to support pupils' recall. This helps pupils to build secure knowledge of the subjects they learn. However, at times, some pupils do not recall subject knowledge as securely when they do not have regular opportunities to revisit and consolidate prior learning.

The school places great emphasis on reading. Staff deliver the phonics programme effectively. Pupils read age-appropriate texts with confidence, fluency and enjoyment. Pupils who need support with reading receive extra help to build reading confidence. The early writing curriculum focuses on developing basic writing skills. Children in the early years learn to write simple sentences with sounds that they know. Sometimes, checks on pupils' writing do not address spelling and letter formation errors.

Children in the early years make a strong start to their education. The school prioritises communication and language. Children enhance their language skills through stories,

songs and rhymes. Staff encourage them to listen carefully and to expand their vocabulary. For example, children correctly explain where things are in the classroom using words such as 'next to' and 'behind'. Children in the early years develop a genuine love for learning.

Attendance is treated as a priority. The school takes decisive action to address any pupils' low attendance rates. Pupils in need of extra support to attend school regularly are quickly identified. Staff recognise the barriers to attending regularly that some pupils face and provide practical help. As a result, overall attendance rates are improving.

Through links with the local community, the school extends pupils' learning, for example to develop pupils' interest in coding. Pupils are encouraged to keep themselves safe online. They value opportunities to take on responsibility and to contribute to the life of the school, for example as class monitors or school councillors.

The trust and the local committee accurately understand the school's strengths and priorities. Leaders review the school's progress and plan its development thoughtfully. They are mindful of the workloads of staff. The school is building positive partnerships with parents, encouraging them to become more actively involved in the life of the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, pupils do not have sufficient opportunities to revisit and consolidate their learning, and, therefore, pupils' recall of essential knowledge is less secure. The school should ensure that pupils are given regular opportunities to consolidate their prior learning to help them deepen and secure their understanding.
- At times, teaching does not strongly support the development of pupils' spelling and letter formation. The school should work with teachers to sharpen checks on pupils' writing.

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

Unique reference number	137682
Local authority	Tower Hamlets
Inspection number	10379135
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	325
Appropriate authority	Board of trustees
Chair of trust	Peter Heathcote
CEO of the trust	Gillian Kemp
Executive Headteacher	Siobhan Fehim
Website	www.sirwilliamburrough.info
Dates of previous inspection	21 and 22 September 2022, under section 5 of the Education Act 2005.

Information about this school

- The school is part of University Schools Trust. The school was previously a single academy trust and became part of University Schools Trust in February 2024.
- The executive headteacher has responsibility for this school and the primary section of St Paul's Way Trust School.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- The inspectors held discussions with the headteacher and other leaders, including the special educational needs and/or disabilities coordinator.
- The lead inspector held a meeting with the chair of trustees and met with representatives from the local school committee.
- The lead inspector held a telephone conversation with the CEO.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to some pupils read.
- Inspectors also discussed the curriculum in some other subjects.
- Inspectors observed pupils' behaviour in a range of situations, including in corridors, in lessons and at playtimes.
- Inspectors reviewed documents such as the school's self-evaluation and school improvement priorities. They scrutinised a range of policies and procedures, including those relating to safeguarding, SEND, behaviour and attendance.
- Inspectors met with groups of pupils and staff. They spoke to some parents to gather their views. Inspectors considered responses to the online parent survey, Ofsted Parent View, including the free-text comments. They also took account of the responses to the online staff and pupil surveys.
- To evaluate the effectiveness of safeguarding, the 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.

Inspection team

Rebekah Iiyambo, lead inspector	Ofsted Inspector
David Worrall	Ofsted Inspector
Emma O'Connor	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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