

Woolmore Primary School

Inspection report

Unique Reference Number	100928
Local Authority	Tower Hamlets
Inspection number	335626
Inspection dates	17–18 March 2010
Reporting inspector	Madeleine Gerard

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	242
Appropriate authority	The governing body
Chair	Sister Christine Frost
Headteacher	Tracy Argent
Date of previous school inspection	22 February 2007
School address	Woolmore Street London E14 0EW
Telephone number	020 7987 2778
Fax number	020 7537 1563
Email address	head@woolmore.towerhamlets.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 21 lessons or parts of lessons, saw eight teachers and held meetings with groups of pupils, governors and staff. They observed the school's work, and looked at work in pupils' books, tracking data showing pupils' attainment and the progress they are making, the school's improvement plans, monitoring records and 27 responses to the questionnaire for parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how consistently teaching ensures that all pupils are learning and progressing as well as they can
- how effectively the school identifies and addresses key priorities for improvement
- whether the personal and social skills of the pupils are an area of particular strength.

Information about the school

This is an average size primary school. Pupils come from a variety of different backgrounds. Bangladeshi and Black African are the largest groups. The proportion of pupils speaking languages other than English at home is much higher than nationally. A minority of them are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is above average. Most of these pupils have speech, language and communication difficulties, moderate learning difficulties or need additional help to settle to their work. Children in the Early Years Foundation Stage are provided for in the Nursery and Reception classes. There have been a number of staff changes since the last inspection, largely due to ill health.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Woolmore Primary provides a good quality of education and serves its community well. The school provides an inclusive environment where all pupils are valued and enjoy themselves in the school's safe and caring environment. They are happy and develop good personal and social skills. Relationships are friendly and positive. The school works hard to ensure that pupils are well cared for and that all pupils, including the most vulnerable, are well supported. The school is extremely effective in engaging the support of parents and carers. Regular newsletters are sent home and literacy workshops for mothers, female carers and their daughters, residential weekends for fathers, male carers and their children, as well as healthy cookery courses are examples of the ways many parents and carers are involved in the work of the school. Changes to the uniform and a regular opportunity to discuss ideas for developing the school with the headteacher have been introduced in response to suggestions from parents and carers. Pupils take on responsibility readily, for example as members of the school council, through charity fund raising and selling fruit at break-time. However, opportunities for pupils to contribute regularly to the life of the school and local community are sometimes missed or limited to a small number of pupils.

Children join the Nursery with a range of skills and capabilities but, generally, these are below those expected for their age, particularly in personal, social and emotional development and in communication, language and literacy. Children make satisfactory progress in the Early Years Foundation Stage although they are still below average by the end of Reception. Records of ongoing observations are kept. However, these are not always used to plan tasks that build on what the children know already, particularly activities for children to select for themselves. Relationships are warm and caring and children are well supervised. However, adults do not always extend children's learning through discussion and questioning and tasks are not always challenging enough.

Teaching through the rest of the school is good and attainment at the end of Year 6 is average in English, mathematics and science. This represents good learning and progress. Pupils have positive attitudes to their learning and are motivated to do well because teachers plan interesting work for them to do. Themed weeks, a wide range of clubs, visitors and visits, including a Year 6 residential trip, are particular highlights of the good curriculum. Recent improvements to marking and target setting are generally successful in making clear to pupils how to move up to the next level in their work. Older pupils appreciate opportunities to discuss and assess the quality of each other's work and suggest improvements.

As a result of perceptive self-evaluation, the school has an accurate understanding of its strengths and of areas in need of further development. Rigorous monitoring particularly

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by the headteacher is successful in improving the quality of the school's work although monitoring by other senior leaders and subject managers is less successful in driving improvement. Nevertheless, the school has good capacity for sustained improvement because good learning and progress and average attainment have been sustained.

What does the school need to do to improve further?

- Improve outcomes at the end of the Early Years Foundation Stage by ensuring that provision is consistently good and by using assessment information systematically to plan the next steps in children's learning.
- Ensure all leaders and managers are consistently rigorous in monitoring the consistency and quality of the school's work.
- Extend opportunities for pupils to take on responsibilities and play a greater part in the school and wider community.

Outcomes for individuals and groups of pupils

2

Pupils enjoy their learning and achieve well. For example, pupils in an English lesson were observed learning and progressing well writing persuasive paragraphs to encourage visitors to come to Woolmore Primary. Explanations were made clearly and tasks adapted to the range of abilities in the class. Pupils appreciated opportunities to hear each other reading examples of their work aloud, and reviewing the quality of their own work. In a reading session, pupils sustained their interest because the books selected were interesting and speaking skills were emphasised well. More able pupils were reading poems from a selection of poetry books and enjoyed reciting verses they had learned by heart. In a mathematics lesson, pupils made particularly good progress when they were encouraged to use a wide variety of methods and resources to solve word problems. Pupils at an early stage of learning English and pupils with moderate learning difficulties are given additional help in small groups to develop their basic skills. Additional adults are used well to support groups of pupils, particularly those with special educational needs and/or disabilities. All groups of pupils make similar progress as a result of the specific support they receive.

Behaviour observed in lessons and around the school is good. Pupils feel safe and are confident that adults will help them should any problems occur. They have a good awareness of how to keep themselves fit and healthy. They enjoy the healthy food served for lunch and use the sporting equipment, climbing frames and football pitch enthusiastically at break-time. Spiritual, moral, social and cultural development is good. The school emphasises the importance of good manners, and pupils are polite and welcoming. Older pupils show caring attitudes towards younger pupils and generous fund raising, for example for children in Haiti, develops pupils' awareness of those less fortunate than themselves. The whole school community enjoyed a week of festivities celebrating cultural differences involving pupils and their families as part of a week-long 'One World' project.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Most pupils can explain their targets. Teachers refer to these when pupils are doing activities and tasks so that pupils are aware of what they need to do to improve further. The headteacher's times tables challenge is successfully encouraging pupils to develop their mental mathematics skills. Pupils enjoy discussing their learning and ideas in pairs and groups. They make swift gains in their learning when work is well matched to their needs. In a small minority of lessons, pupils are expected to do fairly similar tasks, for example during whole-class sessions, despite the range of abilities in the class. In these classes the pace of learning is not as consistently brisk.

Visits to a wide variety of museums and local places of interest bring the curriculum to life and develop pupils' knowledge of the local area. For example, in the winter, pupils in Year 6 enjoyed seasonal ice-skating at Canary Wharf, and pupils in the Reception class visited an exhibition of ice sculptures. Visitors provide additional learning experiences. For example, during the inspection, pupils in Year 2 enjoyed a drama workshop led by a visiting drama group. Opportunities to take part in performances develop pupils' self-confidence. For example, during a week of literacy activities, all pupils learned a

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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poem to recite as part of the 'P-Factor' a whole-school poetry recital competition. Pupils' successes are regularly celebrated in assembly. Self-esteem is fostered well because academic achievements as well as acts of kindness and 'doing the right thing' are highly valued. There is a good variety of popular dubs, including girls' football.

The learning mentor and the home'school liaison officer play a strong role in supporting pupils' personal, social and emotional development and provide additional care and guidance to vulnerable pupils and their families. The lunchtime activity dub provides a safe haven for pupils who may lack confidence in the playground. Pupils who need extra help are well supported by skilled additional adults so that they make good progress. Strong links with a wide range of outside agencies promote pupils' learning and well-being well. For example, the long-established breakfast dub, generously sponsored through links with a financial institution, provides a healthy start to each day for over 80 pupils. The school works hard to promote regular attendance and good punctuality, although attendance is average.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and the staff work together as a coherent and effective team. Priorities for development are successfully addressed in order to bring about improvement and embed ambition well. The leadership team, staff and the governing body have a shared vision that puts the pupils at the centre of all the school's work. Consequently, equality is promoted and discrimination tackled well. The monitoring roles of some senior leaders and managers have not been developed fully and as a result they are not always playing a full part in securing improvements. Leaders and governors have ensured that procedures to safeguard pupils' well-being, safety and health are rigorous and all members of staff are well trained. The governing body is supportive, knows the school well and challenges it to improve its performance. Systems to consult parents and carers, and respond to their views are effective in encouraging community cohesion. Community cohesion is promoted well and ensures pupils have a good awareness of those who live in the school and local communities as well as those who live in global communities. Links with communities other than their own within the United Kingdom are more limited.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Leadership and management of the Early Years Foundation Stage are satisfactory. Strong links with parents and carers, and good induction arrangements, including home visits by staff before children join the Nursery, help them to settle quickly. Children are happy, and form positive relationships with adults and other children. They work and play well together and share equipment. Although there is a wide range of skills and capabilities across the Nursery and Reception classes, activities do not always meet the full range of children's abilities. This is particularly the case in the outdoor areas that are shared by all children in the Early Years Foundation Stage. Planning does not always use information from assessments to plan further activities tailored to children's specific needs so that they make swift gains in their learning. Adults ensure children's welfare is well promoted but they are not always used effectively to support children's further learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

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Views of parents and carers

The very large majority of parents and carers who responded to the survey are happy with their children's experience of school and the overwhelming majority judge that the leadership and management of the school are good. Most agree that the school meets their children's individual needs, deals effectively with behaviour and all who responded to the survey feel that teaching is good. Inspectors uphold the parents' positive views of the school. A few parents queried whether their children were safe at the school, but inspectors judged the effectiveness of the school's safeguarding procedures to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woolmore Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 27 completed questionnaires by the end of the on-site inspection. In total, there are 242 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	82	4	15	1	4	0	0
The school keeps my child safe	16	59	8	30	3	11	0	0
The school informs me about my child's progress	20	74	7	26	0	0	0	0
My child is making enough progress at this school	19	70	8	30	0	0	0	0
The teaching is good at this school	16	59	11	41	0	0	0	0
The school helps me to support my child's learning	17	63	10	37	0	0	0	0
The school helps my child to have a healthy lifestyle	11	41	16	59	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	33	17	63	0	0	0	0
The school meets my child's particular needs	10	37	16	59	1	4	0	0
The school deals effectively with unacceptable behaviour	15	56	11	41	1	4	0	0
The school takes account of my suggestions and concerns	10	37	15	59	1	4	0	0
The school is led and managed effectively	12	44	14	52	0	0	0	0
Overall, I am happy with my child's experience at this school	16	59	10	37	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



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18 March 2010

Dear Pupils

Inspection of Woolmore Primary School, London E14 0EW

Thank you very much for your very friendly welcome and for helping us when we visited your school recently. We really enjoyed our visit and particularly enjoyed hearing you all saying the poem 'Colin dicks his fingers, dick, dick, dick' so well together in assembly. Woolmore Primary is a good school. I am writing to tell you about the judgements that we reached. The best things about your school are:

- You like coming to school and your parents and carers like the school too.
- You behave well, get along well with each other and are keen to learn.
- You enjoy all the interesting work the teachers plan for you.
- You also enjoy the breakfast and after school clubs that the school organises.
- You make good progress in your learning and reach average attainment.
- The staff check how well you are doing and set you targets so you know what to do to improve further.
- Those of you who need additional help are well supported and make good progress.
- You have a good understanding of how to keep yourselves fit, healthy and safe.
- All the adults work together as a team and make sure you are safe.

Children get off to a satisfactory start in the Early Years Foundation Stage and we have asked the school to make sure that the children in Nursery and Reception make even faster progress in their learning. We would like all the leaders and managers to be involved in making checks on the school's work. We have also asked the school to give you more opportunities to take on responsibility in the school.

Finally, we would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard

Lead inspector

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