

# Ark Byron Primary Academy

The Vale, Acton, London W3 7JT

## Inspection dates

14–15 November 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- The trust, governors and leaders have successfully managed the school since its opening in 2015. The school's values are understood well by pupils, and promoted consistently.
- Leaders have built strong links with parents and carers, who are highly supportive of the school.
- Leaders' positive actions ensure that pupils' attendance and punctuality are above the national average.
- A broad and rich curriculum successfully develops pupils' spiritual, moral, social and cultural development.
- Good teaching enables pupils to attain highly. In 2018, key stage 1 pupils' attainment in reading, writing and mathematics was above national.
- Strong phonics teaching enables pupils to read fluently and with good understanding. Year 1 phonics attainment is well above the national expected standard.
- Children progress well in early years and are well prepared for the next stage of their education in Year 1.
- Disadvantaged pupils make good progress and attain highly across the school.
- Pupils' personal development and welfare are outstanding because of the many opportunities to develop their health and well-being. Pupils' behaviour is good.
- Pupils make good progress across the curriculum. They develop good skills in subjects such as history and geography. However, the most able pupils do not make the progress of which they are capable because they are not challenged with work that deepens their understanding.
- Pupils with special educational needs and/or disabilities (SEND) do not make as much progress as they could. This is because these pupils have work that is not closely matched to their needs. This is particularly the case when working with additional adults.
- Leaders have prioritised improvement in pupils' writing. Pupils write at length with good composition. However, teachers' expectations of pupils' handwriting, especially for boys, are variable.
- Middle leaders are new to their roles. They are at too early a stage of their training and development to have made a significant difference.

## Full report

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

- Develop the quality of teaching, learning and assessment, so that:
  - pupils with SEND have work that is matched more closely to their needs, particularly when working with additional adults
  - the most able pupils have work that is routinely challenging, including for children in early years
  - expectations of pupils' handwriting, particularly for boys, are consistently high.
- Middle leaders take greater leadership in their roles as the school expands.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The executive principal and principal work well together, supported by senior leaders. Initial challenges to the school, such as being housed temporarily in a nearby school, and the recent move to its new building, have been managed well. Leaders have ensured that standards of attainment have remained consistently high since the school's opening.
- Leaders monitor the quality of teaching, learning and assessment well. Regular coaching by senior leaders, and additional support from the academy trust, enable teaching to remain strong. Staff value the support that they receive, including opportunities for professional development in subjects such as music.
- Leaders have prioritised a rich curriculum that helps pupils to develop their knowledge and understanding. The school's thematic approach to the curriculum, and regular visits linked to the different topics, enable pupils to deepen their learning. For example, pupils visited the science museum, linked to their topic about the history of flight.
- Pupils' spiritual, moral, social and cultural understanding is developed well through the school's values: endeavour, explore and excel. These values are understood well by the school community. Pupils are respectful of cultural differences, and opportunities in the curriculum extend their understanding. For example, pupils gained an appreciation of Japanese culture while making 'carp kites' as part of their design and technology lessons.
- Pupil premium funding is used effectively. Leaders think about how to use the funding carefully, and in response to specific needs. As a result, disadvantaged pupils make good progress and participate well in extra-curricular clubs.
- Parents are overwhelmingly supportive of the school. Leaders work closely with parents, who value the staff's approachability.
- Funding for pupils with SEND is mostly used effectively. Leaders make increased use of external agencies, particularly for pupils with more complex needs. Leaders have secure plans to ensure that provision in classrooms is strong, and recognise that further improvements are required.
- The primary school physical education and sport premium funding is used well. Pupils benefit from increased opportunities to take part in sporting competitions.
- Leaders ensure that pupils have a well-developed understanding of British values. Citizenship weeks promote themes such as 'respect', which enables pupils to reflect on how to be good citizens.
- Middle leaders are new to their roles and at too early a stage in their development to have made a significant difference.

## Governance of the school

- The academy trust holds leaders to account well and demonstrates a good oversight of the school's priorities. It provides strong support and appropriate challenge to leaders.
- Trust subject specialists provide valuable professional development opportunities for staff. The trust provides additional help for staff who need it. Consequently, standards in the school have been maintained since the school opened.
- Governors play an important role in checking procedures, including safeguarding and the use of pupil premium funding. They visit the school regularly, and have a good understanding of the school.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that documentation relating to pre-employment checks on staff is thorough and well maintained. Leaders have a good understanding of procedures, and liaise with external agencies effectively. They ensure that early help procedures are used effectively to support vulnerable pupils and their families.
- Staff have regular safeguarding training, reflecting the latest statutory guidance. They understand how to raise concerns, including for the 'Prevent' duty. Staff are vigilant, and keep pupils aware of potential risks, including the use of social media and online gaming.
- Leaders and a safeguarding link governor carry out regular safeguarding audits. This helps them to evaluate the effectiveness of their safeguarding procedures well. Leaders act on recommendations to improve policies and procedures.

## Quality of teaching, learning and assessment

**Good**

- Good teaching over time contributes to pupils' high attainment and strong progress.
- Teachers establish clear routines, and pupils demonstrate positive attitudes to their learning. Classrooms are welcoming environments where pupils enjoy their learning. Teachers explain tasks carefully, which enables pupils to start their work promptly.
- Adults have strong subject knowledge and use questioning effectively to engage pupils. For example, during Spanish lessons, pupils learned new vocabulary because of the teacher's careful questioning and checking of their understanding.
- Teachers develop pupils' subject-specific vocabulary well. For example, in a computing lesson, pupils understood the meanings of terms such as 'algorithm' and 'debugging' as a result of the teacher's concise explanations. Furthermore, in physical education, pupils confidently shared their understanding of 'synchronised routines'.
- In mathematics, adults help pupils learn by using resources and visual prompts, such as number tracks, well. As a result, pupils develop their calculation strategies and apply these to solve different problems.
- The teaching of phonics and reading is a strength. Adults encourage pupils to learn letters and sounds, and to apply these to their reading. Pupils have regular

opportunities to develop their comprehension skills.

- In English, the development of writing has been a priority in the school. When writing is linked to pupils' history topics, pupils progress well because they have good knowledge and understanding. For example, some pupils wrote at length using complex phrases to write non-chronological reports and stories linked to their history topic, 'The Stone Age'. However, teachers' expectations of pupils' handwriting are not as high as they could be, especially for boys.
- Sometimes, pupils with SEND have work that does not match their needs, particularly when they are working with additional adults.
- Teachers do not routinely extend most-able pupils' thinking through challenging questioning or tasks. Many most-able pupils told inspectors that work for them was too easy.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- A strong focus on the school's values enables pupils to develop extremely well in their physical and mental well-being. Pupils have opportunities to celebrate their achievements in applying the school values such as 'exploring' and 'excelling'. In lessons, adults refer to the school's values consistently. For example, Year 1 pupils were challenged to use the value of 'endeavouring' while performing complex yoga techniques.
- Strong opportunities across the curriculum help pupils' development and welfare. Pupils developed an appreciation of others by interviewing survivors from the Second World War. Pupils benefit from a broad range of after-school clubs with high participation rates, including those for French, karate, ballet and athletics. They speak articulately about the importance of healthy eating and how to set targets for themselves to exercise more.
- Adults deepen pupils' thinking and empathy through personal, social, health and economic (PSHE) themes, such as 'respect' and through citizenship weeks. In assembly, pupils sing enthusiastically and listen attentively to adults and other pupils while reflecting on the importance of being kind and respectful.
- Leaders check on pupils' views, such as on keeping safe. Pupils told inspectors that they feel very safe at school and that bullying is very rare. They have a well-developed understanding of keeping themselves safe through workshops about personal safety and the harms of smoking. The majority of parents and carers agree that their children are well looked after at school.

### Behaviour

- The behaviour of pupils is good.
- Pupils are polite and welcoming. They work well with their peers in class and have a good sense of teamwork. During lunch- and playtimes, they follow instructions well and move around the school sensibly. Pupils respond well to adults' use of 'star charts' as a means of rewarding good behaviour.
- Leaders work effectively to maintain high rates of attendance, and low rates of persistent absenteeism. Pupils are punctual and well prepared for their learning.
- On occasions, the most able pupils, and those pupils with SEND become restless when work is not matched closely to their abilities.

### Outcomes for pupils

**Good**

- In 2018, the proportion of Year 2 pupils attaining the national standards in reading and mathematics was well above the national averages. The proportion of pupils attaining national standards in writing was above the national average. This demonstrates strong progress from these pupils' high starting points.
- In 2018, the proportion of Year 1 pupils meeting the phonics screening check was well above the national average. Current pupils make sustained progress in phonics from their starting points. They use their phonological skills well to segment and blend unfamiliar words and are fluent readers.
- Pupils' progress across the wider curriculum is strong. Pupils have a good understanding of history topics, and in geography, pupils demonstrate strong knowledge and understanding of themes including tropical climates. Pupils sing with confidence using good tone, expression and rhythm.
- Disadvantaged pupils make strong progress across the school. These pupils' attainment in reading, writing and mathematics is similar to that of other pupils nationally.
- In mathematics, pupils have strong calculation strategies and develop an age-appropriate understanding of place value.
- Pupils write coherently using a range of writing techniques. They have a good grasp of spelling, punctuation and grammar. However, pupils' handwriting is not as well developed as it could be. Teachers' expectations of pupils' handwriting, particularly boys, are not high.
- Pupils with SEND make suitable progress. However, when work does not meet their abilities, particularly when working with additional adults, their progress is limited.
- The most able pupils typically attain highly. However, when work for them is not challenging, they do not make the progress of which they are capable.

### Early years provision

**Good**

- The early years provision is well led and strong teaching enables children to attain highly. Children enter early years with skills above those found nationally. The proportion of children attaining a good level of development is above the national average. Children leave early years well prepared for their transition to Year 1.

- Children develop independence and curiosity and are confident learners. They follow routines well and have positive attitudes to their learning. Children and adults have positive working relationships.
- Adults use positive praise regularly and children respond well to this. They behave well and cooperate sensibly with each other. Children enjoy their learning and are safe and happy. Parents and carers agree that their children are kept safe and that they receive regular information about their child's progress.
- The school's values are shared regularly, which enables children to show a greater understanding of these. Children benefit from themed citizenship weeks to develop their morality. For example, children shared the importance of being kind to one another in PSHE sessions.
- Children make strong progress in phonics because of good teaching. Teachers have good subject knowledge and encourage children to use their newly learned letters and sounds to write. Children write with well-formed pencil grips and have many opportunities to practise their writing.
- The use of themed topics helps develop children's imagination. For example, children role played working in a post office and wrote letters linked to the book 'Dear Zoo'.
- Children use resources well. For example, they made gift boxes using different materials linked to their topic on 'celebrations'. They learn to appreciate other cultures and learn about festivals such as Hanukkah.
- When good questioning is used by adults, children make the strongest progress. For example, adults skilfully questioned children about how to use funnels in water to problem solve.
- On occasions, the most able children wait for too long when they have finished their work and are ready for more challenging work. This limits their progress.

## School details

Unique reference number	142110
Local authority	Ealing
Inspection number	10048380

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

Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	Board of trustees
Chair	Mrs Claire Dacam
Principal	Mrs Fiona Kaplan
Telephone number	0203 110 0717
Website	<a href="http://www.arkbyron.org">www.arkbyron.org</a>
Email address	<a href="mailto:info@arkbyron.org">info@arkbyron.org</a>
Date of previous inspection	Not previously inspected

## Information about this school

- Ark Byron Primary Academy opened in September 2015 at a temporary site located in another school. The school moved to a newly built site in February 2018. It currently caters for pupils up to Year 3. When full, there will be 420 pupils on roll.
- The school is part of Ark Schools multi-academy trust. The trust holds overall responsibility for governance and delegates some responsibility to a local governing body.
- The principal was appointed in September 2018, and has been the head of school since June 2015. She is supported by the executive principal.
- The proportion of pupils who speak English as an additional language is below the national average. The proportion of pupils from minority ethnic groups is below average. The majority of pupils come from White British families.
- The proportion of pupils who are eligible for free school meals is similar to the national average.



- The proportion of pupils with SEND is below the national average.

## Information about this inspection

- Inspectors observed learning in all classes, including jointly with the executive principal, principal and senior leaders.
- Inspectors held meetings with members of the academy trust and governors. A range of meetings were held with senior leaders, middle leaders and staff.
- Inspectors listened to some pupils read. They spoke to pupils about their learning and scrutinised books while visiting classrooms. Inspectors observed pupils' behaviour in the dining hall and in the playground. In addition, inspectors spoke to a group of pupils formally to find out their views of the school.
- Inspectors reviewed various documents provided by the school. These included: the school's self-evaluation; improvement plans; documents relating to safeguarding; and records of behaviour and attendance. Inspectors also analysed a range of information about pupils' progress.
- Inspectors took account of 179 responses to Ofsted's online questionnaire, Parent View. They also considered 16 responses from staff. An inspector took into account parents' views through meeting parents at the end of the school day.

## Inspection team

Noeman Anwar, lead inspector

Her Majesty's Inspector

Rekha Bhakoo

Ofsted Inspector

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