

Inspection of a good school: Earlham Primary School

Earlham Grove, Forest Gate, London E7 9AW

Inspection dates:

10–11 December 2019

Outcome

Earlham Primary School continues to be a good school.

There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now.

What is it like to attend this school?

Leaders at Earlham are determined that all will succeed. They took the decision two years ago to join like-minded leaders within the community, becoming part of the Eko multi-academy trust.

At Earlham, pupils do well academically and socially. Bullying is rare because teachers make sure that pupils understand the importance of respect for all and how hurtful bullying is. I noticed the importance that staff and pupils place on recognising how people feel and building resilience and good mental health. Staff challenge any incidents of concern swiftly. Pupils know who they can talk to if they are worried, and all say that the school is a safe place. Pupils and staff are cheerful. They are quick to show kindness to others, welcoming visitors. Pupils listen respectfully to each other and share their views politely. They know their voices are heard and their feelings are valued.

Pupils enjoy coming to school because teachers make learning interesting. They provide a wealth of engaging experiences that capture pupils' attention. Pupils told me how much they love the many trips and visits to places in and beyond their local community. They relish the activities on offer at lunchtime, that help to keep them fit, healthy and active.

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

Leaders are ambitious for their staff and pupils. They make sure all have the skills and support they need to thrive. Staff and pupils enjoy being at Earlham. Both staff and pupils appreciate that leaders put their well-being at the heart of all they do. Pupils' attendance is good, as they enjoy coming to school. Parents are positive about what the school has to offer, and the way leaders think about each pupil's future. Teachers say that leaders act on any concerns, including taking steps to reduce unnecessary workload. Staff retention is high.

All pupils have a broad diet of experiences beyond the school's main programme of study. In the early years, engaging activities are on offer in the colourful, well-resourced indoor and shared outdoor spaces. The school celebrates pupils' achievements through many vibrant and informative displays. Pupils spoke about their life-sized sculptures, inspired by their study of Shakespeare and his works. Rich opportunities help pupils to understand the importance of promoting respect for others. Pupils value democracy and individuality. Inspired from a recent trip to the Houses of Parliament, Year 6 pupils spoke to me about the pros and cons of both Houses. They were clear on the importance of rules to keep all safe from harm and discrimination. They backed up their own opinions well on how successful our democratic processes are.

Staff are well trained to understand the needs of all pupils including those with special educational needs and/or disabilities (SEND). Class teachers know their pupils very well. They plan learning to gauge what pupils already know and build on this. All staff listen to what pupils have to say. They understand exactly what each pupil needs to learn next. Teachers make sure that pupils know more and remember more and achieve well. I noticed how engaged all pupils are in their lessons.

Pupils are confident readers. Staff are well trained in the school's phonics programme, consistently taught by all. In the early years, I saw children in the Nursery really enjoying identifying initial letter sounds to the names of objects. In Reception and Years 1 and 2, staff make sure that beginner readers read books which match the sounds they know. Parents have phonics workshops. They understand that their children need to practise reading books to build fluency in reading. The oldest pupils read widely across different subjects and read different types of books. By the time pupils leave the school, most achieve very well. Pupils at Earlham make significantly better progress in reading compared with others nationally.

Curriculum leaders have developed the ambitious educational programme on offer across all subjects. They consider the topics studied, ensuring their relevance to pupils while supporting them in linking their learning. I saw pupils recall and explain their learning in history when considering how migrants are perceived in the past and present. I noticed them making connections to geography when discussing immigration in post-war Britain. Teachers consistently make sure that the school's plans for what pupils will learn over time are fully implemented.

Pupils learn subject-specific words well. I saw teachers skilfully engage pupils in discussing their learning and presenting their views. However, some pupils speak with less confidence when debating or presenting more sophisticated ideas. This is because they have gaps in their wider vocabulary. The school has recently introduced a debating club to support older pupils in this area. However, leaders have not focused on what broader vocabulary pupils already know, what they should learn, and why.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made sure that the school benefits from having a safeguarding leader who

is also an experienced social worker. She is persistent in making sure that families get any help they need. Staff have good partnerships with families and outside agencies. They know pupils very well and take prompt action when they have concerns.

Leaders and the school community are aware of the vulnerabilities pupils and others may encounter in their daily lives. They have put in place opportunities for both pupils and others to engage with activities after school. These activities promote physical well-being and provide an alternative environment to being on the streets.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils, particularly those who speak English as an additional language, have gaps in their wider vocabulary. Consequently, they lack the vocabulary to debate skilfully and with confidence, particularly when presenting more sophisticated ideas. Leaders must focus on what broader vocabulary pupils should be taught and why.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Earlham Primary School to be good on 24–25 October 2013. Earlham Primary School has not previously been inspected as an academy.

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 Ofsted Parent View information 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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

Unique reference number	145088
Local authority	Newham
Inspection number	10128273
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	462
Appropriate authority	Board of trustees
Chair of trust	Philippa King
Headteacher	Natalie Robinson
Website	www.earlham.newham.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Since the last inspection, the school has joined the Eko multi-academy trust. In the summer term of 2019, the headteacher at the school was appointed as an executive leader with the trust. The former deputy headteacher took on the role as the substantive headteacher from the start of the academic year. During this time, one of the school's assistant headteachers was appointed as the substantive deputy headteacher.
- The school offers before-school provision, for pupils who attend the school, managed by the local governing body.
- Earlham Primary School converted to become an academy on 1 October 2017. When its predecessor school, Earlham Primary School, was last inspected by Ofsted, it was judged to be good overall.

Information about this inspection

- I met with the headteacher, the assistant headteacher (who leads on the whole-school curriculum) and other members of the senior leadership team. I also met with the chair of the trust board, a trustee and the chief executive officer. Additionally, I met with two members of the local governing body, including the chair. I spoke with a member from

the Eko trust.

- I did deep dives in these subjects: reading, science and mathematics. As part of this work I held discussions with curriculum leaders and other staff about the design of the curriculum and how it is being implemented. I visited lessons, looked at pupils' work, and spoke with teachers and pupils. Additionally, I sampled pupils' learning in geography and history and reviewed the curriculum offer.
- I looked at how leaders make sure children are kept safe. I scrutinised the school's records relating to the safeguarding of children, including the single central record of employment checks. I spoke with the school's designated safeguarding leaders and other adults. I watched and spoke with pupils, throughout the school day, including while at play during the lunchtime.
- I spoke with staff and discussed how well leaders consider their well-being, including steps to help them manage their workload. I considered opportunities for pupils' social, moral, spiritual and cultural development and how leaders promote high expectations for pupil behaviour.

Inspection team

Jean Thwaites, lead inspector

Her Majesty's Inspector

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