

Inspection of ARK John Archer Primary Academy

Plough Road, Battersea, London SW11 2AA

Inspection dates: 24 and 25 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are happy and proud of their school. They have positive, respectful relationships with school staff and each other. Pupils enjoy participating in energetic sports and games, together with school staff, at breaktimes. They are very considerate of each other and take care so that all pupils enjoy the outdoor spaces. Typically, pupils behave well in and out of lessons. Many pupils said that if any problems arise, adults are good at sorting them out. Leaders work effectively, to manage any bullying and ensure that pupils are kept safe.

Leaders have created a culture of high ambition for pupils. All staff believe pupils can achieve well. This includes pupils with special educational needs and/or disabilities (SEND) and those who speak English as an additional language. Leaders and teachers work effectively in order to support each pupil to reach their full potential. For example, teachers share their enjoyment of reading. As a result, pupils are motivated and enjoy reading too. Pupils achieve well academically. Leaders provide many opportunities for pupils to take part in wider curriculum experiences and educational visits. Recently, pupils in Year 6 enjoyed the experience of staying overnight at the Science Museum.

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

Reading is given high priority. Leaders and teachers regularly assess how well pupils read. They use this information to decide the next steps for pupils. Teachers ensure that pupils at the early stages of learning to read gain the knowledge and skills they need to read fluently. Phonics teaching takes place daily from the Reception Year onwards. Leaders ensure that all teaching staff receive appropriate phonics training. This is to ensure that early reading is taught consistently well. Pupils read books matched closely to the phonics sounds they know. They practise reading these books regularly at home and in school. Leaders and teachers quickly spot if any pupils struggle to keep up. They provide extra reading time and support where necessary.

Teaching staff have the knowledge and expertise to recognise any pupils with SEND. Teachers make appropriate adaptations to their teaching. Leaders have strong working relationships with a range of external experts and therapists. These professionals work closely with school staff to ensure that pupils get the right help and support.

The school curriculum meets the breadth and ambition of the national curriculum. Leaders consider the knowledge and skills they want pupils to know and remember. Typically, this knowledge is made clear to teachers and pupils. In many subjects, leaders have sequenced this knowledge effectively from the early years to Year 6. Teachers provide regular opportunities for pupils to recall prior knowledge. As a result, pupils typically build strong knowledge over time. For instance in mathematics in Year 3, pupils develop a secure understanding of grouping numbers

together. This helps them understand the relationship between multiplication and division. As a result, in Year 6, pupils solve complex problems using multiplication and division confidently.

In a few subjects, leaders have not identified the most important knowledge for pupils to know and remember from the early years onwards. Consequently, sometimes teaching tries to cover too much content. Where this is the case, teachers' checks on learning are too general. They do not focus specifically on how well pupils gain strong knowledge of different subjects.

Leaders ensure that staff have high expectations of behaviour. Pupils know what is expected of them. They enjoy receiving praise and recognition for demonstrating good behaviour. Typically, low-level disruption does not hinder pupils' learning.

Pupils are taught about equality and the importance of being respectful towards others. This includes those from diverse religious and cultural backgrounds. Many pupils spoke about the importance of following the school's values and treating everyone fairly. Pupils have many opportunities to take on responsibilities, including as digital leaders, and as captains and vice-captains of school houses. All pupils participate in the democratic election of house captains. House captains consult the views of their house members and represent them to help leaders to make important decisions that improve the school for everyone. For example, recently, the house captains shared pupils' concerns about damaged playground equipment with the headteacher. As a result, leaders repaired and replaced the items.

Leaders have forged strong relationships with parents and carers. Parents are regularly invited into school to find out about their children's learning and how they can support their children's education at home. Leaders arrange also for visiting speakers to attend these events to discuss issues that parents may find beneficial. For example, recently, representatives of the local authority spoke with parents about the services on offer. The governing body and leaders of the trust provide effective support and challenge to leaders. They work with leaders to ensure that staff workload is manageable. Staff said leaders listen and care about their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and school staff have appropriate safeguarding training. They are clear about their responsibilities to protect pupils' welfare. Leaders and staff know how to spot the signs that a pupil may need help. Leaders follow up concerns swiftly. They work well with safeguarding professionals at the local authority. Leaders escalate concerns appropriately if they are not satisfied that a pupil is safe.

Pupils are taught how to stay safe. Pupils are encouraged to report concerns to a trusted adult if they are worried. Pupils are taught what to do if they experience anything concerning online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders have not identified the most important knowledge for pupils to know and remember from the early years onwards. Consequently, sometimes teaching tries to cover too much content. Leaders must make sure that curriculum thinking identifies the important knowledge that pupils need to know and the order in which it should be taught in all subjects from the early years onwards.
- Sometimes, assessments used by leaders and teachers are too general. They do not focus specifically on checking how well pupils understand and remember subject-specific knowledge and skills. Leaders must ensure that assessment focuses on checking how securely pupils have acquired specific knowledge and skills.

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](#)' 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	146214
Local authority	Wandsworth
Inspection number	10255271
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	210
Appropriate authority	Board of trustees
Chair of governing body	Katie Oliver
Headteacher	Moira Cruddas
Website	www.arkjohnarcher.org
Date of previous inspection	Not previously inspected

Information about this school

- The school joined the ARK multi-academy trust (MAT) in September 2018. When its predecessor school, High View Primary School, was last inspected by Ofsted, it was judged as requires improvement overall.
- The headteacher has the role of executive headteacher across several schools, including this school within the academy trust.
- The executive headteacher and head of school lead the school together.
- The school does not make use of alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the executive headteacher, head of school and other senior leaders. Inspectors also spoke with representatives of the board of

trustees, the regional director of the MAT and a representative of the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors spoke with leaders, staff and pupils about safeguarding. Inspectors examined safeguarding records and documentation. They scrutinised the checks done on staff before they start working at the school.
- Inspectors visited the dining hall and playground to find out about pupils' behaviour at less structured times of the school day.
- Inspectors examined the responses of staff, pupils and parents to Ofsted's online surveys.
- Inspectors spoke with some parents at the school gate before school.

Inspection team

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