

# Inspection of Earlham Primary School

Earlham Grove, Forest Gate, London E7 9AW

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Inspection dates: 6 and 7 June 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Good

## **What is it like to attend this school?**

Pupils thrive at this safe and happy school. Leaders develop pupils' knowledge and confidence through a rich curriculum and thoughtful experiences. For example, pupils work with architects to learn about design and construction, practise speaking French at a local café, learn about evolution and inheritance at London Zoo and about Tudor history at Westminster Abbey. Regular visits to a community garden teach pupils about planting and growing.

Pupils' behaviour is exceptional. They listen attentively, are highly motivated and show respect and kindness to adults and each other. From the early years upwards, pupils are encouraged to recognise difficult emotions and feelings. They are proud of the school's 'calm corners', spaces which they use voluntarily when they need help to feel settled and ready to learn.

Leaders ensure that all pupils take on meaningful responsibility. In the early years, children are encouraged to take good care of their own possessions and the classroom. Older pupils have important roles within the school. For example, the 'Kindness Crew' support pupils' well-being, the green team organises recycling and language ambassadors support those new to English. Leaders place great importance on developing pupils' oracy skills to boost their confidence and communication. Pupils articulate their views and consider others' perspectives exceptionally well.

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

Leaders expect pupils to reach highly ambitious outcomes across the curriculum. They have thoughtfully selected the concepts, vocabulary and skills that pupils need to learn. These are carefully sequenced in all subjects. Pupils develop exceptionally detailed knowledge across the curriculum, which they recall with ease. In the early years, for example, children painted self-portraits in the style of Picasso, and made playdough sculptures inspired by Henry Moore. Later, sculptures in a range of styles and visits to many galleries encourage pupils' portraiture skills and knowledge. Pupils produce high-quality artwork and develop a strong appreciation for different artists and art forms.

Subject leaders provide clear direction to teachers about how best to deliver the curriculum. Teachers are knowledgeable. They present information clearly, revisiting important concepts routinely and checking carefully that pupils have understood them. This enables timely intervention and targeted support. As a result, pupils demonstrate a deep understanding of the subjects they study. For instance, in the early years, children learn to use number bonds with fluency, providing a strong foundation to add, subtract, multiply and divide numbers later. Older pupils develop a deep understanding of mathematical concepts and demonstrate confidence in problem-solving skills.

Leaders place reading at the heart of the curriculum. They monitor the teaching of reading closely, continuously refining their approach. Children in the early years learn to blend and segment sounds. Teachers ensure regular, focused practice. They pay close attention to the sounds pupils know, building on their knowledge precisely. Children in the early years learn to read and spell new words accurately and quickly. Those who need extra help are supported to secure phonics knowledge without delay, which enables them to read fluently. Older pupils engage with a range of literature, reading widely and often.

Leaders plan carefully for pupils with special educational needs and disabilities (SEND) so that they learn the curriculum. Leaders set clear targets for pupils with SEND across all subjects and keep them under close review. Teachers make adaptations to classroom resources to ensure that pupils with SEND can learn the school's ambitious curriculum in full. As a result, pupils with SEND develop detailed knowledge across the curriculum and achieve exceptionally well. Leaders are committed to fostering the confidence and independence of pupils with SEND, which is evident in their achievement.

From the early years onwards, teachers encourage the behaviours that pupils need in order to be successful, such as attentive listening and taking turns during discussions. Children collaborate exceptionally well in activities including shared reading, helping each other with corrections and encouraging one another. They take account of each other's views in lessons. Pupils participate harmoniously in a wide range of playtime activities together. Playground leaders ensure that all pupils join in. Staff ensure that there is a calm and purposeful atmosphere throughout the school.

Leaders provide a comprehensive programme to support pupils' personal development. Personal, social, health and economic (PSHE) education serves as the foundation of this work, encouraging pupils' healthy choices, promoting their well-being and awareness of the wider world, including other cultures and experiences. Pupils discuss confidently their understanding of healthy relationships and the damaging effects of stereotyping. Pupils are encouraged to maintain a healthy lifestyle. They begin each morning with fitness activities on the school playground, such as yoga and dancing.

Leaders provide valuable support to staff, enabling them to manage their workload effectively. The governing body and trustees are well informed and actively promote respect and the equal treatment of all pupils and staff. Trust leaders provide expertise and support.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school has strong safeguarding procedures in place. The school's dedicated safeguarding team is well trained and provides timely support to pupils and families.

Staff receive regular, quality training, ensuring that they can identify signs of harm and report concerns.

Immediate action is taken when concerns are raised, both within the school and by working with external services, where needed.

The school actively engages parents and pupils through workshops and assemblies, and promotes a culture of safety. Pupils are encouraged to stay safe, including online, in the community and within relationships. Morning 'well-being check-ins' and identified 'trusted adults' help pupils to report any concerns.

## **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

<b>Unique reference number</b>	145088
<b>Local authority</b>	Newham
<b>Inspection number</b>	10241287
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	471
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	Philippa King
<b>Headteacher</b>	Natalie Robinson Jacob Oudegeest (acting headteacher)
<b>Website</b>	<a href="http://www.earlham.ekotrust.org.uk">www.earlham.ekotrust.org.uk</a>
<b>Date of previous inspection</b>	10 and 11 December 2019, under section 8 of the Education Act 2005

## Information about this school

- Earlham Primary School converted to become an academy on 1 October 2017.
- The school organises before-school provision, for pupils who attend the school, managed by the local governing body.
- At the time of this inspection, the school was temporarily led by the deputy headteacher, in the role of acting headteacher.
- 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 carried out deep dives in these subjects: reading, mathematics, art, science and religious education. For each deep dive, they discussed the

curriculum with subject leaders, visited a sample of lessons, looked at pupils' work, spoke to teachers and spoke to some pupils about their learning.

- Inspectors also looked at curriculum information in other subjects.
- Inspectors considered the school's policies and procedures for safeguarding and supporting pupils' health and safety, as well as their welfare and well-being. This included looking at case studies and reviewing the school's record of pre-employment checks.
- Inspectors held meetings with the headteacher and other senior leaders. Inspectors also met with leaders with responsibility for SEND, early years, behaviour and pupils' personal development.
- Inspectors met with members of the local governing body and a trust representative.
- Inspectors considered responses to Ofsted's online surveys for parents, staff and pupils. This included a number of written responses to the survey, which were carefully considered.

### **Inspection team**

Rebecca Iles-Smith, lead inspector	His Majesty's Inspector
Jeff Cole	Ofsted Inspector
Jonathan Newby	Ofsted Inspector

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