

# Inspection of a good school: Arnhem Wharf Primary School

1 Arnhem Place, Isle of Dogs, London E14 3RP

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Inspection dates:

20 and 21 June 2023

## Outcome

Arnhem Wharf Primary School continues to be a good school.

## What is it like to attend this school?

Inclusion lies at the heart of Arnhem Wharf. Pupils are well looked after, are safe here and treat others with respect. Pupils build strong relationships with staff and peers alike. They know they can share any worries they may have with a member of staff. All pupils feel fully included in the life of the school, including those with special educational needs and/or disabilities (SEND).

Staff have high expectations of pupils' learning. Leaders have designed a broad curriculum, which helps pupils to build a deep knowledge over time in most subjects. Pupils enjoy their lessons and behave well.

All pupils enjoy a range of outings, which enhance the curriculum. For example, visits to the Tower of London when learning about monarchy or to the Natural History Museum to enrich their understanding of natural disasters. A wide range of activities, including coding and crochet, encourage pupils to enjoy a variety of interests. All pupils learn to play at least one musical instrument.

The school provides opportunities for pupils to become leaders. Pupils elect their school council representatives, who work together to improve the school. Older children support their younger peers with reading and sports activities.

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

Leaders have designed an ambitious curriculum in all subjects that matches what is expected nationally. It is carefully designed from the Nursery onwards to ensure pupils build up their knowledge over time. Leaders have sequenced the curriculum effectively to help pupils build on what they know from previous years. In most subjects, this supports pupils to build their understanding over time. For example, in art, children in the Nursery practise drawing. Over time, pupils learn to draw increasingly complex lines and shapes, adding in perspective and shading. Similarly, in science, children in early years learn to recognise the different parts of a plant. Pupils then move on to identifying and growing

their own plants. Over time, pupils build a detailed understanding of the different functions of plants and how they reproduce.

Teachers present information clearly and routinely check pupils' understanding. As a result, any misconceptions are swiftly addressed. Teachers appreciate the training that they receive and feel well supported to teach different areas of the curriculum. However, in some subjects, the activities given to pupils do not consistently match the ambition of the planned curriculum. Opportunities are, therefore, missed for pupils to build on what they already know. As a result, pupils do not fully secure the knowledge and understanding that they need in these subjects to tackle more complex ideas.

Reading is prioritised throughout the school and a love of reading is encouraged. From the early years, children join in with a range of familiar rhymes, songs and stories. Staff are well trained to deliver the agreed phonics programme. They model sounds precisely. Pupils are given regular opportunities to practise and revisit the sounds they need to read well. Staff intervene swiftly and effectively when pupils need extra help. Pupils have access to texts that are carefully matched to the sounds they are learning. As a result, they develop their reading accuracy and fluency.

Leaders think carefully about the help needed for pupils with SEND. As a result of regular training, their needs are well understood and met by staff. Pupils with SEND are supported to meet the same curriculum goals as their peers, wherever possible. Some pupils benefit from specialist personalised support, including work with other local schools. Staff are ambitious for all pupils with SEND and support them to be fully prepared for their next steps.

Leaders and staff alike have high expectations for pupils' behaviour. Pupils understand how to behave well and typically do so around the large school site. When pupils do not meet these high expectations, leaders take swift action. They use a range of personalised interventions for those pupils who need extra support, including building strong relationships with local partners.

Leaders have planned and sequenced the personal, social, health and economic (PSHE) education curriculum carefully. Teachers support pupils to learn about important ideas, such as respectful relationships and online safety. External speakers and assemblies are used to further develop pupils' knowledge about, for example, the importance of being physically and mentally healthy.

Staff enjoy working at this school. They feel that their workload and well-being are well considered. Staff at all levels appreciate leaders' support and approachability.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have secured a strong culture of safeguarding. Staff are well trained and know how to report any concerns that may arise. Pupils are given regular reminders, including from external agencies, about the importance of sharing any worries they may have. They

know that trusted adults will always provide help. Detailed records show that leaders deal swiftly with any concerns, ensuring pupils and their families get the support they need. Safeguarding leaders meet regularly to review the needs of different pupils.

Pupils receive frequent messages about staying safe around the school community and when online.

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

### **(Information for the school and appropriate authority)**

- In a few subjects, the activities that pupils complete do not match leaders' ambitious curriculum goals. As a result, in these subjects, pupils do not build their knowledge as deeply. Leaders should ensure that teachers are supported to implement the curriculum as intended.

## **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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2013.

## **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>	130352
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10268738
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	611
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Kenny Frederick
<b>Headteacher</b>	Alexandra Lundie
<b>Website</b>	<a href="http://www.arnhemwharfprimaryschool.com">www.arnhemwharfprimaryschool.com</a>
<b>Date of previous inspection</b>	3 November 2020, under section 8 of the Education Act 2005

## Information about this school

- The school uses two registered alternative providers.
- The current headteacher took up post in January 2022.

## Information about this inspection

- 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.
- The inspectors held meetings with the headteacher and other senior leaders. The inspectors met with members of the governing body and a representative from the local authority.
- The inspectors carried out deep dives in reading, art and history. They met with subject leaders to discuss the curriculum, visited lessons, spoke with teachers, spoke with pupils and looked at samples of their work.
- The curriculum in other subjects was considered as part of the inspection.

- The inspectors scrutinised a range of documents, including leaders' priorities for improvement.
- To evaluate safeguarding, the inspectors checked procedures for recruiting new members of staff. They also met with leaders to discuss how they put safeguarding policies into practice.
- The inspector gathered the views of staff, pupils, parents and carers through both discussions and responses to Ofsted's online surveys.

### **Inspection team**

Hannah Glossop, lead inspector

His Majesty's Inspector

Sir Robin Boshier

Ofsted Inspector

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