

Inspection of Royal Wharf Primary School

1 John Harrison Square, Silvertown, London E16 2ZA

Inspection dates: 12 and 13 September 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding

Ofsted has not previously inspected Royal Wharf Primary School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework.

The headteacher of this school is Kiel Richardson. This school is part of Britannia Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer and executive headteacher, Linda-May Bingham, and overseen by a board of trustees, chaired by Rebecca Burton.

What is it like to attend this school?

Pupils at this school are happy and safe. They enjoy learning and attend school regularly. The values in this school, 'inclusion, creativity and excellence', pervade all that the school does. Pupils behave well in lessons and enjoy an interesting and exciting curriculum. They are proud of their school.

Expectations of what pupils can achieve are high. This includes pupils with special educational needs and/or disabilities (SEND). As a result, pupils work hard and achieve well in many areas of the curriculum. Pupils celebrate differences, understand how they are unique and enjoy learning about different cultures and backgrounds. This includes raising funds for partner schools in other countries. If pupils have worries, they are confident staff will help them. Staff encourage pupils to be healthy, both physically and mentally.

Leaders are visible and approachable to parents and carers, who are highly supportive of the school. Parents shared that staff provide great care towards their children and make everyone feel welcome. Pupils follow the school's routines extremely well in the early years. The breadth of opportunity for pupils' personal development is rich and varied. Pupils attend many clubs and enjoy a range of educational visits.

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

Leaders, with the support of trustees, have established an exciting and ambitious curriculum. It is well designed and builds from the early years effectively. As a result, children get off to a very strong start. The curriculum places a strong emphasis on early language and communication. This ensures that pupils have secure foundations to deepen their knowledge and understanding across the curriculum. For example, in art, pupils select appropriate paints and materials. Staff enable pupils to use appropriate techniques to complete their artwork successfully.

In early years, children get off to an excellent start. This is because staff are highly skilled at supporting children's understanding across all areas of learning. They prioritise children's very strong development of communication and language skills. Children are fully ready for Year 1.

Leaders support all pupils to succeed, including pupils with SEND. They ensure that pupils with SEND are supported effectively and achieve well. Adults adapt activities carefully to ensure that pupils have full access to the curriculum. Leaders provide staff with the appropriate support and training to support the learning of pupils with SEND successfully.

Teachers deliver the intended curriculum well. They have strong subject knowledge. Teachers check pupils' work regularly. They use a range of approaches to check what pupils have learned. However, sometimes, teaching does not identify and

address pupils' misconceptions securely. Consequently, this limits pupils' opportunities to deepen their knowledge and understanding.

Leaders have prioritised teaching pupils to read fluently. This starts in the Nursery, where children enjoy listening to stories and learning songs and rhymes. Skilful adult interactions with children help them to learn and increase their vocabulary. Staff are well trained to deliver the phonics programme effectively. They check on pupils' phonics knowledge regularly so that they can identify pupils who are finding it difficult to learn to read. These pupils receive extra support to help them to catch up. Staff ensure that pupils' reading books are closely matched to the sounds that they know.

Staff help children in the early years to learn the importance of behaving well and working hard. They are supported by adults to share, take turns and play together. Pupils across the school behave well. They show high levels of respect towards each other and to staff.

Leaders have successfully focused on reducing pupils' persistent absence levels. They work closely with families and agencies to encourage punctuality and attendance. Pupils attend school regularly as a result.

Leaders develop pupils' characters exceptionally well. Staff encourage pupils to celebrate the differences and cultures of people across the world and in their community. Pupils understand that their opinions are important and valued. They understand and know about modern British values. They learn about different relationships and know how to keep safe and healthy. Pupils participate in rich and varied experiences to develop their talents and interests, including visits to London landmarks and museums. They spoke enthusiastically about the sports, art and science clubs in which they take part.

Staff said that they are proud to work at the school. They appreciate leaders' support for their well-being and workload. Staff benefit from a strong professional development programme. Members of the trust know the school well. They make sure that pupils benefit from a high-quality education. Those responsible for governance understand their roles and carry them out well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, teaching does not identify and address misconceptions in pupils' learning securely. This limits pupils' deeper learning of subject content. The

school needs to ensure that pupils' knowledge and understanding are systematically checked so they are fully prepared for future content.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143668
Local authority	Newham
Inspection number	10293296
Type of school	Primary
School category	Academy free school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	Board of trustees
Chair of trust	Rebecca Barton
Headteacher	Kiel Richardson
Website	www.royalwharfprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Royal Wharf Primary School joined the Britannia Education Trust in September 2019 as a newly opened free school.
- The current headteacher joined the school in September 2023.
- The school does not use any alternative education provision.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with the executive headteacher, headteacher and senior leaders and staff responsible for areas of the school's

curriculum. Inspectors completed deep dives in these subjects: early reading, mathematics, art and geography. This involved meeting with subject leaders, visits to lessons, looking at examples of pupils' work, and discussions with teachers and pupils.

- Inspectors also looked at curriculum plans and spoke to leaders and considered the curriculum in other subjects.
- Inspectors looked at a range of documentary evidence to evaluate the effectiveness of safeguarding. Inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors took account of the views and responses of parents, staff and pupils, including to Ofsted's online surveys.

Inspection team

Phil Garnham, lead inspector

His Majesty's Inspector

Sacha Husnu-Beresford

His Majesty's Inspector

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