

# Inspection of Ark Atwood Primary Academy

Amberley Road, Westminster, London W9 2JY

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Inspection dates: 27 and 28 June 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

The principal of this school is Tam Mckernan. This school is part of ARK Schools, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Lucy Heller, and overseen by a board of trustees, chaired by Tina Alexandrou. There is also a regional director, Kate Magliocco, who is responsible for this school and 16 others.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since July 2013.

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

Pupils achieve exceptionally well at this school. One reason for this is that everyone has the highest expectations of pupils. These expectations can be seen in pupils' high attendance and their exemplary behaviour. Pupils with special educational needs and/or disabilities (SEND) are very well supported. Staff expertly adapt their teaching to meet their needs.

Pupils feel safe and they are very happy at school. Pupils are extremely polite, courteous and friendly to each other. They contribute very positively to the school. For example, they relish the leadership opportunities that are made available to them, such as the role of library monitors. The school offers an extensive range of clubs, including karaoke, capoeira and Rubik's cube. Pupils make full use of them. The school organises regular trips for each year group, including to museums and art galleries. Pupils also benefit from a range of residential visits such as to the Isle of Wight.

Children in the early years receive an exceptional quality of education. The way staff creatively use space and teaching resources helps pupils to become highly curious and resilient learners. Children build up a very strong understanding of vocabulary. They are fully prepared for the demands of Year 1 and beyond.

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

The school is incredibly ambitious for all pupils. Across the curriculum, leaders have given careful thought to the important knowledge that they want pupils to know and remember. Staff are expert at making sure pupils have opportunities to practise and apply what they have been learning. As a result, pupils know and remember lots of what they have been taught. For example, in Reception, children develop a deep understanding of numbers to 20. In science, Year 3 pupils excitedly spoke about all that they knew about the purpose and function of bones.

Staff are highly skilled. They have strong subject knowledge. They explain things clearly, choosing activities that help pupils build up and use a strong body of knowledge and vocabulary. In 2023, pupils attained results significantly above the national average in their Year 6 reading and mathematics tests.

Staff are quick to identify any potential pupils who might have SEND. They work effectively with external agencies where needed. The school makes sure that staff are given the information that they need about pupils. This information, along with training for staff, all combine to make sure that staff have the expertise to carefully adapt their teaching to meet pupils' needs.

The school makes the teaching of early reading a top priority. Children in Nursery learn about sounds through storytelling and songs. This prepares them incredibly well for what is to come in Reception. Staff across the school have strong levels of expertise in teaching phonics. Staff are quick to spot any pupils who fall behind and

expertly make sure that they keep up with their peers. In 2023, pupils achieved highly in the Year 1 phonics check. Pupils develop a love of reading and make full use of the school's reading spaces. They are full of joy when they talk about the characters and plots from the books that they have been reading.

Pupils are very proud of their school and have highly positive attitudes to learning. They settle down to work quickly. Children in the early years rapidly build up positive routines, learning to take turns and to work with each other. The school monitors pupils' attendance very carefully. The school's actions have led to a significant reduction in the proportion of pupils who are persistently absent from school.

The school's 'ASPIRE' values help to shape the character traits that the school wants pupils to develop, for example 'e' represents 'enthusiasm'. Pupils are given a wide range of ways to develop these traits. By the end of Year 6, pupils are expected to have taken part in 42 different experiences. These experiences include things such as performing a poem from memory and volunteering to support a local cause. Pupils in Years 5 and 6 learn about careers and finance which stands them in great stead for when they learn these topic areas in secondary school. The school's work to develop pupils' personal development goes well above and beyond what is typically seen in a primary school.

There is a great sense of community at this school. Staff speak positively about how leaders help them to manage their workloads. Staff benefit from extensive training opportunities, including the range of subject-specific training and support that is provided by the trust. Leaders know the school very well and are working effectively with the school community to keep moving the school forward.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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

<b>Unique reference number</b>	137323
<b>Local authority</b>	Westminster
<b>Inspection number</b>	10327661
<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	433
<b>Appropriate authority</b>	Board of trustees
<b>Chair of the trust</b>	Tina Alexandrou
<b>CEO of the trust</b>	Lucy Heller
<b>Principal</b>	Tam Mckernan
<b>Website</b>	<a href="http://www.arkatwoodprimary.org">www.arkatwoodprimary.org</a>
<b>Dates of previous inspection</b>	10 and 11 July 2013, under section 5 of the Education Act 2005.

## Information about this school

- The principal took up their role in April 2023.
- The school uses one registered alternative 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.
- Inspectors spoke to the principal, the assistant principals and other members of the leadership team. They also spoke with the trust's regional director.

- Inspectors carried out deep dives in these subjects: art, early reading, history, mathematics and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the 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. The lead inspector also spoke with a representative of the local authority to discuss the school's safeguarding arrangements.
- The inspectors took account of responses to Ofsted's online survey, Ofsted Parent View. Inspectors also considered the responses of pupils and staff to Ofsted's online surveys.
- Inspectors spoke with groups of pupils during lessons and social times.
- The lead inspector met with representatives from the board of trustees and the local governing body.

### **Inspection team**

Ray Lau, lead inspector	Ofsted Inspector
David Bryant	Ofsted Inspector
Guy Forbat	His Majesty's Inspector
Polly Haste	His Majesty's Inspector

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