

Inspection of Ark Conway Primary Academy

60 Hemlock Road, Hammersmith, London W12 0QT

Inspection dates: 2 and 3 July 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

The principal of this school is Mrs Rebecca Ross-Wood.

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.

What is it like to attend this school?

Pupils are happy when arriving in school and are ready and keen to learn. They rise to the highest expectations set by the school. All pupils achieve extremely well across the subjects. There are warm and trustful working relationships between pupils and adults. Staff encourage everyone to do well.

Pupils' behaviour in and beyond the classroom is exemplary. Pupils said that everyone treats each other with the same respect. They show their kindness and care for others in many ways. This includes every class contributing something to the school, local or international community. For example, pupils collect second hand books to send to those in need internationally. Pupils value their friendships and working together.

The school encourages pupils to have a voice and share their opinions. Pupils develop well-honed oracy skills, which they display in the classroom and beyond. Their views are valued and acted on. For instance, the pupil lunchtime committee meet with the chef to discuss changes to the menu. From Reception onwards all pupils attend an enrichment club every week. They join in groups of different ages to learn new skills, such as fashion design, yoga and chess. Pupils speak highly of their 'Spark' clubs.

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

The school has a highly ambitious curriculum that goes far beyond what is expected nationally. For example, pupils develop their skills in French from the early years. Pupils build on these very strong foundations to use French vocabulary and sentences confidently by the end of Year 6. Teachers encourage pupils to learn extra knowledge beyond the planned curriculum, for example to broaden their horizons through sending home 'Discovery Boxes'. These contain activities and guidance to carry out further research on curriculum topics.

Teaching of reading is a top priority. Highly trained staff deliver the phonics programme with precision. Books used to practise early reading in class and at home match the sounds that pupils are learning. Staff quickly identify any pupils who are falling behind. These pupils receive additional help from expert teachers. This means they catch up quickly. The love of reading is promoted with daily story time. Story books and books related to learning, for example in science, inspire pupils to find out and read more. The school encourages pupils to develop a love of poetry through 'poetry slam'. Everyone learns a poem of their choice to recite and perform this to an audience.

Staff have very strong subject-specific knowledge and the expertise in how to teach the curriculum effectively. This is because of the high-quality training and coaching they receive. Staff benefit from excellent networking and training with experts across the trust. Assessment is used very effectively to check what pupils know and

remember. Pupils' knowledge and learning is enhanced from the daily 'What I Know' (WIN) time.

Pupils with special educational needs and/or disabilities (SEND) are fully included in all aspects of school life. All staff know pupils' individual needs. They adapt teaching and resources to support pupils' learning as appropriate. The school links closely with external agencies to provide pupils with SEND with the best support. As a result, pupils with SEND access the same curriculum as their peers.

The school sets very clear routines from early years. This enables children to have very positive attitudes towards their learning. Pupils across the school take pride in their work. The school closely tracks pupil attendance and takes highly effective action to address any emerging weaknesses. As a result, attendance has improved.

The school's programme for personal development is exceptional. Equality is at the heart of the school. Pupils debate a wide range of topics and show great understanding for different points of views. Pupils are taught sensitively about topics including relationships and staying safe online. All pupils go on a visit at least every term and during their time in school, three overnight visits. From Reception Year, all pupils take part in the annual talent competition. The school works to raise pupils' aspirations for the future, such as visits to universities and visiting careers speakers.

Staff are exceptionally positive about working at the school. They value the many opportunities to grow and develop their careers. Staff appreciate the care they receive as individuals. The trust fulfils its statutory responsibilities well. Trustees hold leaders to account for the quality of education at the school and consider staff welfare. They provide extensive support for all aspects of the school's work. Home visits, regular meetings and parent workshops create very strong family school relationships. Parents and carers are overwhelming positive about their child's experiences in school.

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 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	137331
Local authority	Hammersmith & Fulham
Inspection number	10323374
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	203
Appropriate authority	Board of trustees
Chair of trust	Tina Alexandrou
Principal	Rebecca Ross-Wood
Website	www.arkconway.org
Dates of previous inspection	3 and 4 July 2013, under section 5 of the Education Act 2005.

Information about this school

- Ark Conway is part of Ark Academy Trust.
- The current headteacher has been in post since 2018.
- The school runs a breakfast and after-school club on site.
- The school does not use 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 carried out deep dives in these subjects: reading, mathematics, geography and languages. 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 considered other subjects as part of the inspection.
- Inspectors spoke with the headteacher and other senior leaders. They spoke with the chair of governors. They also spoke with the regional director of the trust.
- 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.
- Inspectors reviewed a range of documentation, including looking at records of pupils' behaviour. Inspectors also had formal meetings with staff and with pupils.
- Inspectors took account of the responses to the Ofsted Parent View, staff and pupil surveys. They also spoke with parents on the playground.

Inspection team

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Ofsted Inspector

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