

Inspection of Ark Priory Primary Academy

Acton Lane, London W3 8NR

Inspection dates:	3 and 4 June 2025
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 executive principal of this school is Daniela Grasso, who is responsible for this school and two others. 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 (CEO), Lucy Heller, and overseen by a board of trustees, chaired by Tina Alexandrou. There is also a head of school, Shannaz Rabbani.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness 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 June 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils thrive in a nurturing, ambitious and inclusive environment where high expectations are the norm. A culture of excellence underpins a clear vision and strong moral purpose. The school provides a rich and varied curriculum that promotes pupils' personal development exceptionally well. The school is highly successful in supporting pupils to develop compassion and open-mindedness and to become articulate learners.

The school enhances pupils' learning by providing carefully planned visits and experiences as part of their 'pupil passport'. Pupils speak of how much they value all of these opportunities and the positive differences that these make. For example, they spoke enthusiastically about a recent trip to the Barbican, where they played their own musical composition.

Teachers use their expert subject knowledge to engage and challenge pupils so that they achieve their best. Pupils make exceptional progress. Their attainment is well above national averages in reading, writing and mathematics.

Pupils are polite, respectful and highly motivated. They show a genuine love of learning and take pride in their work. Pupils' behaviour in class and around the school is excellent. Pupils enjoy coming to school and attend regularly.

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

The school has designed a broad and ambitious curriculum that meets the needs of all pupils. Pupils build on key knowledge as they progress from the Reception Year to Year 6. The curriculum sets out in detail what pupils should learn and when, ensuring that knowledge builds progressively over time. In early years, staff support children extremely well so that they are fully ready for Year 1.

Teachers deliver new knowledge with clarity and enthusiasm. They skilfully select interesting activities that immerse pupils in their learning. Pupils are encouraged to think deeply and explain their reasoning. For instance, pupils explain their chosen strategies in mathematics. Staff enable pupils to become confident learners with deep knowledge and understanding. For example, in science, pupils explained the workings of the inner ear or the digestive system in detail to complete experiments with accuracy. Teachers check pupils' learning effectively to identify gaps and adapt their teaching accordingly.

Reading is a priority. Children in the early years develop a secure knowledge of phonics. From the beginning of their time in Nursery, staff help children to use a wide vocabulary. Children practise this language confidently as they play. Staff teach children expertly to read. Children rapidly become fluent readers. Older pupils receive an exceptional reading curriculum. They read widely and often. This inspires pupils' wider curiosity. For example, pupils reflected maturely on complex characters and plots within texts they had read. The school invests in carefully chosen literature. Staff share this literature with pupils daily to bring stories to life.

The school's inclusive ethos ensures that every pupil feels valued. The needs of pupils with special educational needs and/or disabilities (SEND) are identified quickly. Staff make sure that learning activities are adjusted to enable pupils with SEND to learn extremely well. Pupils who require specific support receive help that is tailored to their needs. They benefit from the exceptional care and guidance provided by highly trained staff.

The school excels in its provision for pupils' personal development. Staff encourage pupils to become responsible and respectful citizens who contribute positively to their school and local community. For example, as junior leaders, pupils are proud that they have been able to make changes to lunchtimes at school. Pupils understand fundamental British values and how to enact these in school. They know how to keep themselves healthy and safe, especially online. Pupils show high levels of respect for faiths other than their own. They understand what makes a healthy relationship. Pupils are sensitive to the needs of classmates who may struggle with their learning.

Pupils' behaviour is exemplary. They are courteous, are considerate and demonstrate a strong sense of responsibility. Classrooms are calm and purposeful, and pupils respond positively to the high expectations set by staff.

Leaders are highly effective in managing staff workload. Staff feel valued and proud to work at this school, which puts pupils first. Leaders consult regularly with staff and have introduced thoughtful policies that reduce unnecessary tasks. As a result, staff feel well supported and morale is high.

Governors and the trust are well informed and deeply committed to the school's vision. They understand the school's strengths and areas for development and hold leaders to account with rigour and insight. Their strategic oversight contributes significantly to the school's sustained excellence. Leaders are reflective and continually seek ways to enhance the school's provision even further.

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

Unique reference number	139699
Local authority	Ealing
Inspection number	10379147
Type of school	Primary
School category	Academy special sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	459
Appropriate authority	Board of Trustees
Chair of trust	Tina Alexandrou
CEO of the trust	Lucy Heller
Principal	Daniela Grasso
Website	arkporyprimary.org
Dates of previous inspection	17 and 18 June 2015, under section 5 of the Education Act 2005

Information about this school

- Ark Pory is part of Ark Academy Trust.
- There has been a change in leadership since the last inspection.
- The school does not currently use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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: early reading, maths, history and physical education. 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 other subject areas.
- To evaluate the effectiveness of safeguarding, an inspector 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 looked at documents such as the school's wider curriculum offer and how leaders support staff with their workload.
- Inspectors considered responses to Ofsted's online surveys for parents, staff and pupils.
- Inspectors met with a range of staff, including the executive principal, senior leaders, teaching staff and support staff.
- An inspector met with the chair of the governing body, as well as a representative from the trust.

Inspection team

Karen Matthews, lead inspector	Ofsted Inspector
Rob Fenton	Ofsted Inspector
Carly Rissen	Ofsted Inspector

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