

# Inspection of a school judged good for overall effectiveness before September 2024: Ark White City Primary Academy

3 Edcity Walk, Edcity, London W12 7PT

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Inspection dates:

4 and 5 March 2025

## Outcome

Ark White City Primary Academy has taken effective action to maintain the standards identified at the previous inspection.

The principal of this school is David Williams. 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?

This is a happy and welcoming school where pupils are well cared for. Many pupils arrive early, excited to join their friends at breakfast club. All pupils are warmly greeted by staff. The school ensures pupils, many of whom are disadvantaged, are ready to learn each day. Pupils feel safe and trust staff to help them with any worries.

The school has high expectations for behaviour. Pupils respond well, following the simple rules of being 'ready, respectful, and safe'. Pupils behave well in lessons and around the school.

The school aims to help every child reach their full potential. However, recent published outcomes were not reflective of this ambition. The school recognises the reasons for this and has acted quickly to secure improvements. Additional leadership capacity and expertise from the trust have improved the curriculum offer for pupils currently in school. As a result, pupils are making progress through the curriculum.

The school prepares pupils for life in modern Britain. They are trusted with positions of responsibility to help them develop their leadership skills. They experience democracy first-hand as they elect their school council representatives and house captains. Pupils begin to understand the world of work as they take part in career days and meet representatives from different professions.

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

The school ensures effective processes are in place to identify the needs of pupils, including those who have special educational needs and/or disabilities (SEND). Staff begin to address these needs as soon as pupils start in the early years. Pupils with SEND benefit from effective adaptations. As a result, they are learning the curriculum well.

From the outset, a priority is placed on teaching pupils how to read. Well-trained staff deliver phonics teaching effectively. Constant review and practise enable pupils to remember and apply their phonics knowledge. Those who are falling behind are supported well and they catch up quickly. Pupils also receive effective support to develop their early writing skills. As a result, many pupils in this school are reading and writing fluently by the end of Year 2.

The curriculum is well considered. It is arranged so that pupils build consistently on their prior learning. In mathematics, for example, pupils in Reception have many opportunities to develop a strong understanding of numbers. This prepares them for when they begin to add and subtract in Year 1. By the time pupils reach Year 6, they solve complex problems involving fractions.

Teachers deliver the curriculum as intended. Pupils are provided with clear explanations and examples to help them to understand new learning. However, in some instances, despite regularly revisiting prior learning, some pupils struggle with the tasks they are set. This is because, sometimes, teaching has not checked that pupils have fully understood the knowledge needed to access these tasks. This can lead to gaps in pupils' learning.

Pupils actively take part in discussions during lessons. This helps them to make connections between their learning. However, pupils' recall of subject-specific vocabulary is not as accurate as it could be. This prevents them from acquiring a deeper understanding of the concepts they are studying.

The school plans trips to enrich the curriculum. Leaders make full use of the school's location. Pupils enjoy visits to museums, art galleries, parks, gardens, and local places of worship. They seek new experiences both inside and outside of school, such as helping to build a campfire. These help them earn stamps on their 'pupil passports'. Pupils explore wider interests as they take part in music festivals and sports competitions. There are a wide range of after-school clubs on offer, and take-up is high.

Pupils' attendance is improving year on year. The school works well with external agencies to support pupils and their families. This includes liaising with school nurses, education welfare officers, social workers, and mental health practitioners. Leaders are striving to ensure that they are doing all they can to improve the attendance of pupil.

Leaders and trustees are committed to raising standards for all pupils, including those regarded as disadvantaged. They deploy resources and expertise strategically to achieve this. As a result, the school is improving outcomes for pupils, regardless of their background or starting points.

Staff are thankful for the work of leaders in supporting their professional development. Staff have access to high-quality training across a wide range of subjects. The streamlining of systems and processes in school has positively impacted their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some instances, pupils' recall of subject-specific vocabulary is not as accurate as it could be. This limits their understanding of key concepts and their ability to apply and talk about their learning across different subjects. The school should ensure pupils secure their knowledge and understanding of subject-specific vocabulary, so that they can use this effectively to support their learning.
- Sometimes, pupils struggle with tasks because they have not yet fully understood the knowledge needed to complete them. This leads to misconceptions and gaps in learning, making it harder for pupils to build on prior knowledge. The school should ensure that teaching includes regular checks for understanding and that pupils consolidate key concepts.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgments. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in May 2021.

## 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>             | 139820                                                         |
| <b>Local authority</b>                     | Hammersmith & Fulham                                           |
| <b>Inspection number</b>                   | 10345962                                                       |
| <b>Type of school</b>                      | Primary                                                        |
| <b>School category</b>                     | Academy sponsor-led                                            |
| <b>Age range of pupils</b>                 | 3 to 11                                                        |
| <b>Gender of pupils</b>                    | Mixed                                                          |
| <b>Number of pupils on the school roll</b> | 320                                                            |
| <b>Appropriate authority</b>               | Board of trustees                                              |
| <b>Chair of trust</b>                      | Tina Alexandrou                                                |
| <b>[For academy] CEO of the trust</b>      | Lucy Heller                                                    |
| <b>Principal</b>                           | David Williams                                                 |
| <b>Website</b>                             | <a href="http://www.arkwhitecity.org">www.arkwhitecity.org</a> |
| <b>Dates of previous inspection</b>        | 25 and 26 May 2021, under section 8 of the Education Act 2005  |

## Information about this school

- The school is part of Ark Schools.
- The school merged with another school from the same trust in September 2023.
- The school moved to another location in November 2023.
- The school does not use any alternative provision.

## Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- The inspector held discussions with the principal, the head of school, and other members of the senior leadership team.
- The inspector also met with the chair of the board of trustees and held discussions with the regional director and the deputy regional director.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the 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.
- The inspector also considered the views of parents through their responses to Ofsted's surveys.

### **Inspection team**

Edison David, lead inspector

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
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