

# Inspection of Argyle Primary School

Tonbridge Street, London WC1H 9EG

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Inspection dates: 4 and 5 October 2022

**Overall effectiveness** **Good**

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

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

The well-being of staff, pupils and their families is at the heart of Argyle Primary School. All pupils are welcomed and expected to do well. Leaders provide pupils with a wealth of experiences through the 'Argyle Adventure'. Parents and carers are pleased that their children come here. Comments such as, 'The staff hear me and accommodate my family's needs,' were typical of parents' views.

Pupils behave well and are polite and friendly. They conduct themselves sensibly as they move around the school. Pupils are happy to come to school. They are kept safe and feel safe. They said that bullying is rare. Any incidents are dealt with effectively by staff. Pupils are keen to learn and work hard.

Leaders have high expectations. The broad and balanced curriculum is well designed and routinely supports pupils to remember more over time. Pupils produce work of good quality in different subjects.

Provision for pupils' personal development is exceptional. Pupils are taught important values such as respecting others with differing beliefs. Pupils spoke in detail about what they learn. This included, for example, that they are taught that everybody should be treated equally and that they have a responsibility to think about other people.

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

Leaders have established an ambitious curriculum that clearly identifies what pupils should learn and when. Leaders consider the changing needs of pupils, including gaps in learning brought about by the COVID-19 pandemic. For example, this year, early years staff are providing greater opportunities for children to strengthen their hand and finger control and, in turn, improve their early writing.

Teachers have high expectations and strong subject knowledge. This ensures that the planned curriculum is generally well implemented. As a result, most pupils learn and remember more over time. For example, older pupils talk knowledgeably about what they remember in the long term about using maps and globes.

Teachers find out what pupils have already learned. Sometimes, however, they do not focus enough on checking how secure pupils are in their understanding of key ideas. As a result, misconceptions can go unnoticed and persist. This means that some pupils struggle to apply what they have previously learned to new and more complex ideas.

Reading is a priority from Nursery. The school's programme develops pupils' knowledge of phonics effectively. Books are carefully chosen to match the sounds that pupils are learning. This means that pupils have sufficient opportunity to practise and build on what has been taught previously. Pupils quickly learn to read fluently and enjoy discussing what they have read with others. This includes pupils

at the early stage of speaking English as an additional language. Staff are well trained in teaching reading. Occasionally, however, when pupils mispronounce sounds, they are not corrected promptly.

Timely identification of pupils' needs means that pupils with special educational needs and/or disabilities are supported well. Staff break learning down into manageable steps so that, wherever possible, these pupils can access the same curriculum as their peers.

Pupils' good behaviour contributes well to their learning. They are enthusiastic and engage well in lessons. This is because clear and established routines are understood by pupils of all ages, including in the early years. Leaders have robust systems in place to monitor and follow up absences.

Provision for pupils' personal development is excellent. Respect and tolerance are key aspects of the 'Argyle code'. These are promoted meaningfully and thoroughly in all aspects of school life, including lessons and assemblies. Leaders and members of staff act as role models for how they would like pupils to conduct themselves. This includes, for example, being caring and considerate towards others, both in school and in the wider community.

Pupils experience a very wide range of activities as part of the 'Argyle Adventure'. For example, pupils go to the opera, display their artwork in St Pancras station and perform plays in a local theatre.

Leaders, including those responsible for governance, know the school well. They have been successful in maintaining the school's strengths as well as addressing priorities for improvement. For example, they are developing subject leadership to ensure that leaders at all levels are well placed to realise the school's ambitious plans for the future. Senior leaders provide well-being training for both pupils and staff. This contributes to staff feeling well supported in their work.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding has a high priority, including in the early years. Leaders ensure that policies and other safeguarding information are up to date and in line with the latest guidance. The correct pre-employment checks are made. Staff are trained thoroughly in keeping pupils safe. They identify pupils who may be at risk quickly. Leaders are also quick to seek external help for pupils when it is needed.

The curriculum has been designed to help pupils to stay safe. For example, pupils understand how to maintain good mental health.

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

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

- Teachers sometimes miss pupils' errors or misconceptions. This can mean that pupils struggle to complete their work successfully. Leaders should ensure that teachers check what pupils have remembered before moving on to new and more complex ideas.
- Although phonics is typically taught with precision, there are a few staff who do not routinely correct pupils when they pronounce sounds inaccurately. Leaders should ensure that staff consistently check how pupils pronounce sounds when they are reading and correct any errors. This will help these pupils to read with greater fluency and confidence.

## 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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	100008
<b>Local authority</b>	Camden
<b>Inspection number</b>	10240870
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	350
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Chesher
<b>Headteacher</b>	Jemima Wade
<b>Website</b>	<a href="http://www.argyle.camden.sch.uk/">www.argyle.camden.sch.uk/</a>
<b>Date of previous inspection</b>	30 January 2019, under section 8 of the Education Act 2005

## Information about this school

- Argyle Primary School is an above average-sized primary school.
- There is a breakfast club run by the school.
- No pupils attend alternative provision.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, subject leaders and other staff. Discussions were also held with members of the governing body, including the chair of governors, and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, physical education, art and geography. To do this, they met with leaders to

discuss the curriculum, had discussions with staff, visited samples of lessons and looked at pupils' work. Other subjects were considered as part of this inspection.

- When looking at safeguarding, inspectors checked documentation, the school website and the premises. They spoke with leaders, pupils, parents and staff. Visits were also made to the playground.
- Inspectors considered the responses to Ofsted's surveys for pupils, staff and parents.

### **Inspection team**

Alison Cartlidge, lead inspector	Ofsted Inspector
Ben Carter	Ofsted Inspector
Teresa Neary	Ofsted Inspector

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