

# Calverton Primary School

## Inspection report

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<b>Unique reference number</b>	102758
<b>Local authority</b>	Newham
<b>Inspection number</b>	376764
<b>Inspection dates</b>	10–11 May 2012
<b>Lead inspector</b>	Gordon Ewing

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	364
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephen Lawrence
<b>Headteacher</b>	Shabana Khan
<b>Date of previous school inspection</b>	12–13 November 2008
<b>School address</b>	King George Avenue London E16 3ET
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<b>Fax number</b>	020 7511 4287
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	10–11 May 2012
<b>Inspection number</b>	376764



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## Introduction

Inspection team

Gordon Ewing

Additional inspector

Patricia MacLachlan

Additional inspector

Desmond Dunne

Additional Inspector

This inspection was carried out with two days' notice. Inspectors visited 30 lessons, observing 20 teachers. Meetings were held with the headteacher, other senior leaders, members of the governing body, members of staff and groups of pupils. Informal discussions were conducted with some parents and carers, and with pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection and observed the school's work including the systems for assessing and monitoring pupils' progress, pupils' work and teachers' planning and marking. Policies and procedures for safeguarding pupils were scrutinised. Inspectors also took account of questionnaires completed by 102 parents and carers, 29 staff and 88 pupils.

## Information about the school

Calverton is larger than the average primary school. The proportion of pupils from minority ethnic backgrounds is above average. The largest group of pupils (29%) is of Black British/Black African heritage. The proportion of pupils who speak English is an additional language is high. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils supported at school action plus or with statements of special educational needs is above average; predominantly, these pupils have moderate or specific learning difficulties. The number of pupils who join the school other than at expected times is above average. The school meets the government's current floor standards for attainment and progress. These are the minimum standards expected by the government.

The school has an integrated Resource Provision unit for 14 pupils on the autistic spectrum. These pupils join their peers in lessons for part of the day and at other times receive one to one and/or small group support.

The school provides a breakfast club that operates in term time and separate wrap-around care provision that operates throughout the year. These are both managed by the governing body.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. Concerted endeavours to improve the quality of teaching over the last three years have had a marked impact on pupils' attainment. It is not yet outstanding because the proportion of outstanding teaching is too low to secure higher levels of achievement for all pupils. Furthermore, pupils are not always fully engaged in setting and tracking their learning targets.
- Achievement in reading, writing, and mathematics is good for all groups of pupils. All groups are making at least expected progress and most are achieving at levels higher than those found nationally. Consequently, current Year 6 pupils are on track to achieve above average levels in English and mathematics.
- The quality of teaching over time is good throughout the school. Pupils make good progress from their varied starting points because teachers work closely together to meet the broad, and sometimes complex, needs of their pupils, for example, those catered for by the specially resourced provision. Leaders consistently hold teachers to account for the progress of every pupil as part of rigorous performance management procedures. Though teachers use their marking and assessment data effectively to track pupils' progress, this information is not always then used to set challenging and personalised learning targets for each pupil. As a result, pupils do not know, with sufficient precision, how well they are doing or how to take the next step independently.
- Pupils' behaviour and attitudes to learning are good, and very positive relationships across the school ensure that everyone participates in a cohesive and harmonious community. Strategies to manage behaviour are systematic, personalised and consistent. Vigorous steps to improve attendance ensure that current attendance is now average and persistent absence has fallen significantly.
- The headteacher has set a very successful course for improvement including the management of performance that is paying dividends, particularly in raising outcomes for pupils. The drive to continue to improve is an effective and collective enterprise.

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

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- Increase the proportion of outstanding teaching so pupils make more rapid and sustained progress by:
  - ensuring, through focused training, that all teachers have a confident knowledge of what constitutes outstanding teaching
  - ensuring that a higher proportion of learning activities offers pupils opportunities for open-ended investigations
  - improving teachers' planning and the monitoring of pupils' learning in lessons, so that learning activities are more closely matched to each pupil's stage of learning.
- Ensure that pupils know and understand their individual learning targets in reading, writing and mathematics and are confident in evaluating their own progress, by:
  - involving pupils in setting their own targets and in evaluating their own progress and that of their peers
  - introducing termly pupil progress conferences involving each pupil with their teacher so that pupils are fully aware of exactly what they need to do to improve.

## Main report

### Achievement of pupils

Achievement is good. Pupils' progress over time is at levels above those found nationally. Attainment across the school is rising because teaching is focused and successful in promoting pupils' academic and personal development. Disabled pupils and those with special educational needs, including those who attend the special unit, make good, and sometimes outstanding, progress because adults plan very thoroughly and sensitively so that learning activities are well matched to their needs. Children join the Early Years Foundation Stage with skill levels below those expected for their age in all learning areas. They make good progress, especially in their personal, social and emotional development and in their reading, writing and mathematics, because learning is active, well-paced and accurately tracked by all staff in the Nursery and Reception classes. A school-wide systematic approach to the teaching of phonics (linking letters and sounds) is effective in developing early reading skills. Pupils' attainment in reading by the end of Year 2 is average and by the time they leave at the end of Year 6 it is above average. Within this positive picture, a few teaching assistants are not always proficient in sounding out letters and words when supporting pupils with their reading. Pupils who speak English as an additional language, those from minority ethnic groups and those known to be eligible for free school meals make similar rates of progress to their peers. The very large majority of parents and carers say that their children are making good progress, and inspection evidence supports this view.

Pupils thoroughly enjoy lessons and their positive attitudes ensure that classrooms are safe and interesting places to learn. They report that recent investments in new

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technology, for example laptops, interactive whiteboards and voice recorders, are helping them prepare well for their future. This was evident in a Year 2 literacy lesson, where pupils were using adjectives to describe a fictional character. Both the teacher and teaching assistant ably questioned pupils to assess their understanding and to spur them on. Some pupils used the thesaurus and dictionaries to extend their vocabulary whilst others used voice recorders to help record their ideas before writing their character descriptions. Pupils were encouraged to share their ideas with their talk partners and used the varied resources with confidence and independence. In a one to one intervention session, a teacher and a pupil with complex needs, worked together actively and enthusiastically to read and reconstruct sentences using word cards and the interactive whiteboard. They checked each other's answers before quickly moving on to the next challenge. The pupil's excitement was channelled very positively by the teacher, so that learning was well-paced and focused.

Pupils who attend the breakfast club and after-school wrap-around provision gain significantly from their participation in a range of stimulating academic, sporting and social activities. They learn about the importance of balanced nutrition in getting the day off to a good start and the benefits of games in developing physical, social and emotional skills. Pupils support each other's learning, for example by hearing younger pupils read and in team games.

### **Quality of teaching**

Inspection evidence supports the view expressed by a very large majority of pupils, parents and carers that children are taught well. Teachers themselves report that initiatives to improve teaching, so that it is now good, have been very effective. One teacher commented, 'We're the best we've ever been.'

Teachers have good subject knowledge, structure learning activities well and use reward and praise to celebrate pupils' achievements. In almost all lessons, teachers provide explicit learning objectives and pupils engage in activities knowing what the steps to success are for that lesson. Disabled pupils and those with special educational needs are taught well because adults know them well and plan effectively so that they achieve as well as their peers. Teachers use assessment information well to plan learning activities but some are less confident in monitoring subsequent learning to reshape tasks in order to spur pupils on, or in setting personalised targets that boost pupils' confidence in moving forward independently. In a few lessons, teachers talk for too long or teaching assistants are not deployed effectively, especially at the start of lessons when the teacher is leading the class.

Teachers consistently follow the school's clear policy on the marking of pupils' work so that pupils receive frequent and positive feedback. Teachers' marking is accurate and correctional but some short-term targets are not always challenging enough or focused on clearly defined learning objectives. Pupils are not consistently set longer term targets linked to National Curriculum levels and are not always confident about how well they are progressing, nor are they provided with sufficient opportunities to

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set and track their own targets in reading, writing and mathematics or in evaluating their progress over time. This impedes their ability to develop greater independence as learners.

A vibrant and innovative curriculum, enhanced by an effective range of visits and creative experiences, provides a secure framework for teachers' planning. Links across subjects, including information and communication technology, ensure that pupils' learning is broad and balanced. Consequently, the curriculum has a significant impact on pupils' spiritual, moral, social and cultural development.

### **Behaviour and safety of pupils**

Pupils are well cared for and their consistently positive behaviour adds to the sense of purpose and calm that pervades the school. Pupils play extremely well together and fully include those pupils who have complex needs. They have a good awareness of the different forms of bullying. Racism and bullying, mainly of a name-calling nature, are rare and pupils report that any incidents are dealt with swiftly and effectively. Exclusions are rare. Pupils proudly serve and represent their school community and give of their time freely to help others. For example, as school councillors, playground mediators and reading buddies, pupils contribute positively to the achievement, safety and welfare of their peers.

Attendance has improved in recent times and is now average. Two pupils commented, 'It's a happy school, like a family,' and 'It's like a second home.' One parent reported that her son 'loves coming to school because he is so well cared for'. The overwhelming majority of parents and carers judge that there is a good standard of behaviour at Calverton. The large majority of pupils agree and inspection evidence supports this view

### **Leadership and management**

The school's commitment to realising its motto, 'Every Child, Every Chance, Every Day', is reflected clearly in pupils' good achievement over time. Staff morale is high and the team spirit across the school is palpable. Self-evaluation is honest, accurate and used effectively to promote further improvement. Middle leaders play a formative and effective role in monitoring outcomes in their subjects and in providing support and guidance to their colleagues. The governing body is proactive in holding the leadership to account, for example in ensuring that whole-school targets are challenging and realistic. There is a strong commitment to effective performance management and staff training and, when self-evaluation identifies the need for further professional development, resources are targeted swiftly. For example, to improve pupils' attainment in English, the school has recently committed itself to a nationally recognised programme to boost further the teaching of reading and writing. Taking into account the improvements in pupils' progress over time, rising attendance, securely good teaching, and the positive impact of the strong support of all stakeholders, the school has clear capacity to improve further.

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Parents and carers rightly judge that their children are safe and well cared for. Safeguarding procedures, including for pupils at the breakfast and after-school clubs, meet all statutory requirements. Pupils clearly appreciate the broad and colourful range of learning opportunities that the school offers. They value such activities as career workshops with local banks and universities, as well as creative thinking activities in science. Special events such as 'Refugee Day' and cultural parades in 'Diversity Week' ensure that pupils have memorable experiences that celebrate their cultural diversity as well as their academic achievements. These experiences greatly support the school's effective promotion of equality and in tackling any form of discrimination. All staff make a strong contribution to the effective promotion of pupils' spiritual, moral, social and cultural development.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 May 2012

Dear Pupils

### **Inspection of Calverton Primary School, London E16 3ET**

Thank you all very much for the warm welcome that you gave us when we visited you recently. We enjoyed the opportunities to talk with quite a lot of you and we have told your teachers that you were great ambassadors for the school and for your families. Your views, including those expressed in the questionnaires, helped us in coming to a judgement about many aspects of school life. Your improving attendance and positive attitudes to learning tell us that you clearly enjoy coming to school. We were pleased with the way you take on responsibilities such as playground mediators and school councillors and we know that you are keen to do even more to help the school improve. We judge that you are taught well and are making good progress in reading, writing, communication and mathematics. The school also works hard to provide you with memorable experiences in other subjects and through special events and educational visits. This is why Calverton is a good school.

Everyone has the best interests of the school at heart and is keen to make it even better, so we have asked the staff and governors, in particular, to do the following:

- Improve further your levels of achievement by making sure that more lessons are as good as the very best.
- Improve the way that teachers set, with your help, individual and challenging learning targets so that you make even greater progress and become more independent as learners.

You can help by continuing to work hard and do your best at all times. You can also help your headteacher by letting her know, through your school council, what other improvements you would like to see.

We wish you the very best for the future.

Yours sincerely

Gordon Ewing  
Lead inspector

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