

Inspection of Calverton Primary School

King George Avenue, London E16 3ET

Inspection dates: 13 and 14 December 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Pupils enjoy coming to school. They said that there have been a great number of improvements to the school in the past few months. Pupils described how lessons are now more 'focused', and that learning is 'fun'. Pupils learn well in English, mathematics and science. However, the curriculum in other subjects is still being developed and it is not delivered consistently well. This means that pupils do not achieve well enough across the curriculum, including in the early years.

Most pupils with special educational needs and/or disabilities (SEND) access the same learning as their peers. These pupils are supported well in the classroom. However, pupils who have a very high level of need sometimes miss out on learning aspects of the curriculum. Leaders have begun to think about the changes that are needed to ensure that these pupils routinely access a broad curriculum.

Leaders have introduced clear rules and routines for behaviour. These are working well in some cases. For example, pupils said that corridors and outside spaces are typically calm. However, in classrooms, sometimes pupils become easily distracted and their behaviour interrupts the flow of learning. This is because leaders' expectations for behaviour are still embedding. Any rare incidents of bullying are dealt with quickly.

Most parents and carers recognise that changes being made by new leaders are helping to improve their children's experience of school.

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

There have been recent significant changes in staffing and leadership. New leadership has made sure that staff and parents understand why these changes have needed to happen and what improvements have been made.

Leaders make early reading and phonics a clear priority. Children start to learn the sounds that letters make as soon as they join Reception. Reading books are well matched to pupils' phonics knowledge. Teachers check regularly what pupils have learned. They identify where pupils need extra support with reading and help pupils to catch up.

Older pupils enjoy reading. The well-structured reading curriculum means that pupils experience a wide range of books. However, many pupils said that they did not read widely outside of lessons. Leaders are working on developing a culture of reading for pleasure. For example, they are introducing well-resourced book corners in classrooms. They are also encouraging pupils to take home books that appeal to their interests.

New leadership has made important changes to the curriculum in English, mathematics and science. These subjects are planned well, so that pupils develop

their knowledge successfully. Senior leaders are now focusing on improving the curriculum in other subjects, including in the early years. They have introduced ambitious expectations for what pupils should be taught in each year group. They have also ensured that all the national curriculum subjects are being taught. Nevertheless, these changes have been made recently. Some subjects, such as music, and design and technology, are being taught to pupils for the first time. In some cases, subject leaders and teachers lack sufficient subject expertise to deliver the curriculum as effectively as leaders intend. This results in pupils being set work that does not build on what they already know or have learned in previous years. Pupils do not achieve well across the curriculum.

Leaders have introduced new systems to follow up when pupils are not in school. These are beginning to have an impact on attendance. Nevertheless, some pupils are not attending school regularly and are missing out on learning.

The needs of pupils with SEND are identified promptly. Leaders are proactive in trying to get support from external professionals when it is appropriate. Leaders have considered how best to support the learning of pupils with more complex needs. The changes made are beginning to have a positive effect. However, pupils' personal targets are not always updated to reflect their current needs. While pupils receive a range of appropriate support with their personal and emotional development, at times, they are not taught as broad a curriculum as their peers.

Leaders have prioritised setting clear routines and expectations for behaviour. Staff and pupils described how this has improved their school. Many said that they can now concentrate on their learning. However, not all staff follow leaders' expectations for dealing with low-level disruption in classrooms. This affects how well pupils focus on their learning.

Pupils are taught to be respectful of each other. The personal, social and health education curriculum guides them on how to be responsible citizens. Leaders have broadened the number of trips that pupils take part in. They also provide some clubs and after-school activities. However, these are mostly focused on a small number of sports. Pupils said that they would like a wider variety of extra-curricular opportunities.

Changes to governance arrangements mean that leaders are now held to account for their actions. Governors have worked with leaders to secure some important improvements, for example, in the curriculum and in behaviour. They recognise that there is still work to be done and that the school is on a journey of improvement.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors make sure that safeguarding is a high priority. The relevant recruitment checks are carried out on staff before they start to work at the school.

Staff know pupils and their families well. They are vigilant and they know what to do if they have concerns about a pupil's welfare or safety.

Staff receive up-to-date safeguarding training, including on e-safety. Staff with specific responsibility for safeguarding work closely with external professionals to make sure that pupils get the help that they need promptly. Leaders monitor attendance to ensure that they know where pupils are and that they are safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, teachers expect pupils to carry out work that does not build well on prior learning and pupils' existing understanding. This means that pupils do not develop and deepen their knowledge progressively. Leaders should support staff to select activities and resources that are sequenced towards the intended curriculum goals.
- In some foundation subjects, the curriculum has recently been reviewed and implemented. There is some variability in the way that the curriculum is being delivered because staff are getting used to the new curriculum expectations. Leaders should ensure that the implementation of the curriculum is regularly monitored and that all staff have the expertise to deliver the curriculum as leaders intend.
- Leaders provide a range of experiences for pupils to practise sports. Beyond this, pupils' wider curriculum experiences are not sufficiently broad and rich. Leaders should develop a programme of wider curricular activities that aims to support pupils' personal development and helps pupils to explore their interests.
- Many pupils are regularly absent from school, sometimes for long periods. This means that they are missing out on the learning that is taking place. Leaders should continue to work closely with families to ensure that all pupils attend school regularly.
- The targets set for pupils with education, health and care (EHC) plans lack precision and are not adapted fully to pupils' needs. While pupils receive high-quality pastoral support, the curriculum that they study is, at times, not as ambitious or as broad as their peers. Leaders should strengthen their oversight of the provision for pupils with EHC plans. They should make sure that pupils' targets are suitable, so that teachers know how to support pupils' learning and help them to access the full curriculum.

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

Unique reference number	102758
Local authority	Newham
Inspection number	10242156
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair of governing body	David Bond
Headteacher	Lando Du Plooy
Website	www.calverton.newham.sch.uk
Date of previous inspection	12 July 2017, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, there have been significant changes in the governing body, including the appointment of a new chair of governors. The headteacher took up post in September 2022.
- The school has a specially resourced provision for pupils with SEND. This supports pupils with profound and multiple learning needs. Pupils who attend typically have an EHC plan.
- The school does not use any alternative providers.

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 this into account in their evaluation of the school.

- Inspectors met with the headteacher, deputy and assistant headteachers and members of staff. Inspectors also met with members of the federation and the governing body.
- Inspectors did deep dives in these subjects: reading, mathematics, science, and geography. For each of these subjects, inspectors discussed the curriculum with subject leaders, visited lessons, spoke with staff and pupils and looked at samples of pupils' work. Inspectors also considered the curriculum for other subjects.
- Inspectors spoke with parents and considered the responses to Ofsted Parent View, including the free-text responses from parents.
- Inspectors spoke with pupils and staff about the school's work to keep pupils safe. Inspectors also considered safeguarding records and documentation, including the school's single central record of staff suitability checks.

Inspection team

Adam Vincent, lead inspector	His Majesty's Inspector
Sam Hainey	His Majesty's Inspector
Brenda Watson	Ofsted Inspector
Ray Lau	Ofsted Inspector

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