

# Inspection of Curwen Primary School

Atlas Road, London E13 0AG

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Inspection dates: 22 and 23 November 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The head of school of this school is Kate Mansfield. This school is part of The Tapscott Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Paul Harris, and overseen by a board of trustees, chaired by Paula Jeffers.

Ofsted has not previously inspected Curwen Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Curwen Primary and Nursery School to be outstanding, before it opened as Curwen Primary School as a result of conversion to academy status.

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

Every morning, pupils arrive at school with smiles on their faces and are greeted by friendly and welcoming staff. All staff have high expectations of pupils, who understand how to meet and exceed them. Pupils are passionate about their learning. They are extremely happy and safe here.

Pupils have an excellent understanding of what it means to be a good friend. They demonstrate positive working relationships with staff across the school, who support and motivate them. In lessons, behaviour is impressive. This is also the case around the school and in the playground. Staff go above and beyond to know all pupils and their families incredibly well.

Parents and carers speak very highly about the school. They are grateful for the work staff do both for their children and the community.

The school successfully develops pupils into successful and healthy individuals as part of the 'SHINE' principles. School visits are meticulously planned. Staff ensure that every pupil has an annual visit to the theatre, a place of worship and an opportunity to travel outside London, such as a visit to the seaside.

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

Leaders have designed an aspirational curriculum that goes beyond the expectations of the national curriculum in every subject. They have carefully considered how they sequence each subject. All subject leaders have made sure that the curriculum journey begins in the Nursery. Leaders have made staff training and development a priority. Subject leaders make sure they are up to date with good practice and in turn train and support all other staff. Expectations of all pupils, including pupils with special educational needs and/or disabilities (SEND), are exceptionally high. The identification and provision for all pupils, including those with complex needs, is impressive.

Teachers regularly assess pupils' understanding to inform future teaching. They know how well pupils have remembered the smaller steps that they are taught with precision. Staff make sure that pupils build on their knowledge over time. For example, pupils have a deep knowledge of different periods of history and chronology starting from Nursery through to Year 6. In early years, children focus on their understanding of the passing of time in their lives.

Leaders have made reading a top priority. Staff teach phonics consistently well. Teachers help to extend the more confident readers and support those who may fall behind. Where necessary, pupils receive regular and targeted support. This helps to make sure that they quickly catch up with their peers. Teachers across the school promote a love of reading. They have carefully chosen books that interest and inspire pupils. In Nursery, children use puppets to re-enact stories. The school library

is in the heart of the school building and is used by pupils and parents throughout the school day.

Leaders work effectively with outside agencies to best support pupils with SEND. Staff are expertly guided in adapting learning for pupils to access the full curriculum. This a highly welcoming school where all pupils with SEND receive exceptional support.

Pupils' behaviour is impressive. They demonstrate very positive attitudes to their education. They concentrate on their learning with enthusiasm. Leaders have clear behaviour routines, which are embedded and have been communicated effectively to all stakeholders, including parents. This helps to make the school a calm and orderly environment.

The personal development of pupils is carefully considered and planned for. Staff encourage pupils to be responsible global citizens. The majority of pupils attend an extensive, broad range of extra-curricular clubs. These cover pupils' interests and talents. Pupils have a good understanding of how to keep healthy and can spot the signs of an unhealthy relationship. Staff enable pupils to have a strong sense of belonging.

There is a relentless focus on attendance and punctuality. The school's work has resulted in pupils' attendance significantly improving. Staff feel valued and supported by leaders. Governors and trustees are fully aware of their statutory duties. They both support and challenge school leaders regularly. Leaders at all levels seek to improve and reflect on their work diligently.

## **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

<b>Unique reference number</b>	144142
<b>Local authority</b>	Newham
<b>Inspection number</b>	10255320
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	851
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Paula Jeffers
<b>CEO of the trust</b>	Paul Harris
<b>Headteacher</b>	Paul Harris (Executive headteacher) Kate Mansfield (Head of school)
<b>Website</b>	<a href="http://www.curwen.newham.sch.uk">www.curwen.newham.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- This school is part of The Tapscott Learning Trust. The executive headteacher is also the CEO of the trust.
- This school does not currently use any alternative provision for its pupils.

## Information about this inspection

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

- Inspections are a point-in-time judgement 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 met with a group of trustees and governors. Inspectors spoke to the CEO of the trust and executive headteacher. They met with the head of school and other members of the leadership team.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing, physical education, religious education and history. 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 some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: 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.

### **Inspection team**

Aliki Constantopoulou, lead inspector	His Majesty's Inspector
Tom Hart	Ofsted Inspector
Fiona Jatta	Ofsted Inspector
James Robinson	Ofsted Inspector

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