

# Inspection of Calverton Primary School

King George Avenue, London E16 3ET

---

|                           |                      |
|---------------------------|----------------------|
| Inspection dates:         | 10 and 11 June 2025  |
| The quality of education  | <b>Outstanding</b>   |
| Behaviour and attitudes   | <b>Outstanding</b>   |
| Personal development      | <b>Outstanding</b>   |
| Leadership and management | <b>Outstanding</b>   |
| Early years provision     | <b>Outstanding</b>   |
| Previous inspection grade | Requires improvement |

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

The school has a relentless focus on ensuring that pupils receive the highest possible quality of education. There is a sharp emphasis on both academic rigour and personal development, which ensures pupils excel. The school has high expectations for all pupils. As a result, pupils achieve extremely well.

Staff know the pupils well and have built very positive relationships with them. This ensures that pupils are safe in school. Kindness is central to the culture of the school. Pupils take great pride in how they look after and support each other. Pupils are extremely friendly, polite and confident.

Pupils' behaviour is exemplary. They enjoy being in school and are enthusiastic during lessons. The school has thoughtfully developed its approach to ensure that pupils with special educational needs and/or disabilities (SEND) take part actively and effectively in their learning. The 'Treehouse' provision provides exceptional support and highly personalised curriculums for pupils with a wide range of needs. These pupils achieve very well.

Pupils develop their talents and interests through an extensive range of high-quality clubs. These include boxing, sewing and cheerleading. Pupils benefit from a range of pupil leadership opportunities, including school council members, eco-warriors and well-being ambassadors. These help pupils to develop their organisational and interpersonal skills exceptionally well.

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

Leaders at all levels have worked extremely effectively to make rapid and sustainable improvements across all areas of the school's work. They have carefully considered staff's workload and well-being during this period of change. The school has developed a very strong training programme for staff. This leads to sustained and continuous improvement in the quality of education. Governors understand the strengths and areas of priority for the school. They provide appropriate challenge and support for leaders at all levels.

The school has developed an ambitious curriculum for pupils. It was expertly redesigned following the previous inspection and is now highly effective in each subject. The school worked extremely effectively to address any historic gaps that pupils may have had in their knowledge. As a result of this work, pupils' attainment in national outcomes has improved year-on-year and is now above average. Pupils achieve highly in different curriculum subjects.

The curriculum is designed to build pupils' understanding progressively over time. Staff have identified the precise knowledge they want pupils to learn at each stage of the curriculum. As a result, pupils develop a deep understanding of the curriculum and retain knowledge over time. Subject-specific vocabulary has been carefully considered throughout the curriculum. Pupils use these words and phrases regularly with accuracy and remarkable confidence.

Teachers have expert subject knowledge and present information clearly. They use a wide range of strategies to check for understanding and address pupils' misconceptions quickly. This supports pupils to produce work of very high quality. In the early years, staff are highly skilled in developing children's language and communication skills. This helps to ensure that children are fully ready for Year 1.

Pupils with SEND are supported exceptionally well, both in mainstream lessons and in the 'Treehouse' provision. Pupils' needs are identified effectively based on their individual needs. Teachers and support staff have the knowledge and understanding to make effective adaptations to their teaching to ensure pupils with SEND are successful. Pupils with SEND flourish in their educational and social development.

The school has placed a sharp focus on the teaching of early reading. Staff have the skills and expertise to deliver the phonics programme effectively. They identify any pupils who have fallen behind the pace of the programme swiftly. Extra support is put in place for these pupils to ensure they catch up quickly. This ensures that pupils become fluent and confident readers.

Pupils consistently demonstrate excellent attitudes to their learning. They are extremely engaged during lessons and enjoy contributing their ideas and opinions. Children in the early years are highly motivated learners. They share and cooperate very well and show respect for each other. The school has robust procedures in place to support pupils to attend school regularly. It identifies any reasons for absence and has put in place a wide range of strategies to improve attendance. As a result, the attendance of pupils, including pupils with SEND, continues to improve.

The school has developed a thoughtful personal development programme. This is rooted in the values of the school. The school ensures that all pupils develop a deep understanding of how to stay safe and healthy. Staff skilfully adapt any learning for pupils with SEND so that they are fully involved. Pupils attend a wide range of trips and regularly welcome external speakers to the school. Pupils are very well prepared for life in modern Britain. Pupils exemplify this learning, for example through the wide range of fundraising and local community events that they organise.

## **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>             | 102758                                                                       |
| <b>Local authority</b>                     | Newham                                                                       |
| <b>Inspection number</b>                   | 10379117                                                                     |
| <b>Type of school</b>                      | Primary                                                                      |
| <b>School category</b>                     | Community school                                                             |
| <b>Age range of pupils</b>                 | 3 to 11                                                                      |
| <b>Gender of pupils</b>                    | Mixed                                                                        |
| <b>Number of pupils on the school roll</b> | 234                                                                          |
| <b>Appropriate authority</b>               | The governing body                                                           |
| <b>Chair of governing body</b>             | Ghazala Akram                                                                |
| <b>Headteacher</b>                         | Lando Du Plooy (Headteacher)<br>Darren Williams (Executive Headteacher)      |
| <b>Website</b>                             | <a href="http://www.calverton.newham.sch.uk">www.calverton.newham.sch.uk</a> |
| <b>Dates of previous inspection</b>        | 13 and 14 December 2022, under section 5 of the Education Act 2005           |

## Information about this school

- The school appointed a new headteacher and became part of the CPD Schools Federation in September 2022.
- The school does not currently use any alternative provision.
- The school has a specially resourced provision for 21 pupils with autism spectrum disorder.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the executive headteacher, members of the senior leadership team and a range of staff. They also met with members of the governing body and representatives from the local authority.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, geography and design and technology. For each deep dive, inspectors spoke to subject leaders, visited a sample of lessons, spoke to teachers, had discussions with pupils and looked at samples of pupils’ work. The curriculum in other subjects was also considered.
- 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.
- The inspectors considered the views of parents, pupils and staff, including through their responses to Ofsted’s online surveys.

## Inspection team

|                              |                         |
|------------------------------|-------------------------|
| Simon Conway, lead inspector | His Majesty’s Inspector |
| Stephen Hall                 | Ofsted Inspector        |
| Robert Grice                 | His Majesty’s Inspector |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025