

Inspection of Carpenters Primary School

Friendship Way, Stratford, London E15 2JQ

Inspection dates: 29 and 30 April 2025

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are valued and well cared for. Relationships between staff and pupils are warm and respectful. Classrooms are calm and purposeful. Pupils understand and live up to the school's high expectations for behaviour. They feel safe and well supported.

Leaders have shaped the school's culture and curriculum to reflect the rich mix of languages, heritage and experience that pupils bring with them. Pupils are thoughtful and inclusive. They talk confidently about fairness and difference. They show respect for each other's views and backgrounds.

Older pupils have meaningful responsibilities, such as serving as librarians and school council members, which the school uses to foster leadership skills. A range of extra-curricular activities, from clubs to trips, enable pupils to engage in enrichment opportunities. The school's garden and pond, where pupils grow herbs and look for newts and frogs, are integrated into the teaching of the curriculum.

Pupils enjoy their lessons because the school provides clear guidance on how to succeed. The school actively supports them in rising to the challenges of its ambitious and broad curriculum. High expectations, combined with consistent support, ensure that pupils learn well and reach their potential. The school helps pupils to feel proud of their progress and confident in what they accomplish. This fosters their sense of pride in their school.

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

The school is ambitious for every pupil. Its work to strengthen the curriculum is well considered and is leading to clear improvements in pupils' achievement. Leaders are supported by a knowledgeable and committed staff team. Together, they have created a positive culture in which pupils can learn and achieve highly. The needs of pupils with special educational needs and/or disabilities (SEND) are identified early. Staff know these pupils well and take care to ensure that they are included in every aspect of school life.

Reading is a high priority. Children in early years benefit from a strong start, particularly in communication, language and literacy. Phonics is taught consistently and well. Staff receive regular training and use the school's agreed approach with accuracy. Pupils who need extra help are identified quickly and supported to catch up. Across the school, pupils read widely and often. Teachers promote reading effectively and help pupils become fluent, confident readers.

The curriculum focuses clearly on the subject-specific knowledge that pupils need to learn. The school has identified what pupils should know and when. Typically, this helps to ensure that pupils build knowledge securely over time. In many subjects, this is well established, with pupils making links between what they know and what they are learning. Teachers check understanding and adapt their teaching to address gaps. However, in some subjects where the curriculum has been recently reviewed, sometimes teaching does not align closely with the school's intended sequence of learning. As a

result, pupils sometimes struggle to recall prior knowledge or make secure connections in their learning.

The provision for pupils with SEND is well led. Staff identify needs accurately and work closely with families to plan appropriate support. This helps most pupils with SEND to learn the full curriculum and achieve well. In a small number of instances, curriculum teaching is not adapted well enough to help these pupils learn as successfully as they could.

Children in early years are enthusiastic and curious. They are eager to explore the rich learning environment that has been carefully designed to support their development. The school's careful curriculum thinking ensures that children build strong foundations in key areas, particularly in early reading and mathematics. For example, staff encourage children to explore the outdoor garden area, where they investigate plant growth and the natural world, fostering both curiosity and practical skills. Teachers take time to find out each child's individual strengths and areas for development, adapting their approach to suit the needs of the children.

Pupils behave well. They understand the school's rules and routines and consistently follow them. Lessons are calm and free from disruption. Pupils move around the school sensibly and play well together at social times. Leaders check pupils' attendance closely. They work with families to reduce absence, when necessary, and ensure that pupils attend regularly.

The school's work to support pupils' wider development is a strength. Pupils are taught how to stay safe and be physically and mentally healthy. They understand the importance of respect and tolerance and are well prepared for life in modern Britain. Pupils benefit from a rich programme of wider opportunities and speak positively about the range of clubs, visits and experiences on offer.

Staff feel valued and supported. They appreciate the training and development they receive and rightly say that leaders are considerate of their workload and well-being.

Leaders and governors work together to ensure that pupils benefit from a high-quality education. They carefully check the impact of the school's work to make sure pupils are affected positively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, adaptations made for pupils with SEND are inconsistent in quality, which means that, occasionally, these pupils do not learn the curriculum as well as they could.

The school should ensure the adaptations to teaching for pupils with SEND are effective and consistently support them in learning the intended curriculum.

- The implementation of the curriculum in some foundation subjects is more developed than it is in others. As a result, pupils have learned some parts of the curriculum more successfully than others. The school should continue to strengthen curriculum delivery so that pupils learn consistently well across all subjects and their learning is supported effectively.

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

Unique reference number	102712
Local authority	Newham
Inspection number	10345835
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	345
Appropriate authority	The governing body
Chair of governing body	Hillary Briffa
Headteacher	Diane Barrick
Website	www.carpenters.newham.sch.uk
Dates of previous inspection	29 and 30 January 2020, under section 8 of the Education Act 2005.

Information about this school

- Carpenters Primary School is moving from two-form entry in each year group to one-form entry.
- The school currently uses one registered alternative provision.
- The school provides full-time and part-time Nursery places for children aged three to four.
- The school offers a breakfast club.

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.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher and deputy headteacher. The inspectors also met with leaders with responsibility for SEND, behaviour and attendance, and pupils' personal development.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and geography. 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.
- The inspectors met with representatives from the governing body.
- Inspectors spoke to the alternative provision used by the school.
- The inspectors considered responses to Ofsted's online surveys for parents, staff and pupils.
- To evaluate the effectiveness of safeguarding, the 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

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