

# Inspection of a school judged outstanding for overall effectiveness before September 2024: Portway Primary School

Stratford Road, Plaistow, London E13 0JW

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Inspection dates:

11 and 12 February 2025

## Outcome

Portway Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Scott Chudley. This school is part of Newham Community Learning, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Anthony Wilson, and overseen by a board of trustees, chaired by Paul Leslie.

## What is it like to attend this school?

Pupils flourish at Portway Primary School. They are happy and meet the school's high expectations for their academic achievement and personal development. Pupils achieve exceptionally well and are, therefore, very well prepared for the next stage of their learning. The school places a strong emphasis on the well-being of pupils. Staff know pupils well and care about them. This gives pupils a deep sense of belonging and helps them to feel safe.

The school is ambitious for all pupils, regardless of their background or starting points. This starts in the early years, where activities are carefully designed to ensure that children learn the curriculum well. Pupils work hard and enjoy their learning. Behaviour in lessons and around the school is exemplary. Support for pupils with special educational needs and/or disabilities (SEND) is very effective.

Staff ensure that pupils' experiences go beyond the academic. Pupils play a highly active role in their school. They take on leadership roles, such as eco-warriors, sports leaders and inclusion champions. This helps to build their confidence and a sense of citizenship. Extra-curricular clubs promote pupils' talents and interests. Pupils are excited to take part in visits that help broaden their horizons, such as to galleries and museums.

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

The school has worked hard to ensure that pupils receive an exceptionally high quality of education. The curriculum has been designed from early years so that pupils build on their learning year on year. The school is responsive to the needs of all pupils. For example, two-year-olds in the nursery have a secure and nurturing environment in which to develop emotionally and socially.

Teachers have strong subject knowledge. They explain new subject content clearly. Staff design activities which enable pupils to discuss their learning enthusiastically with each other. Teachers check pupils' understanding continuously and effectively. For example, skilful questioning helps to identify any misconceptions so that these are addressed quickly. Regular recap of learning helps pupils to retain important knowledge. As a result, pupils can confidently recall and articulate what they have learned. The standards pupils achieve in reading, writing and mathematics far exceed those achieved nationally.

The development of pupils' spoken language is a priority. In early years, staff carefully demonstrate the use of subject vocabulary effectively as children play. Pupils are encouraged to use discussion in pairs and small groups. This helps them develop their ideas and to think in depth about what they have learned.

The teaching of phonics is highly effective. Staff are well trained to deliver the school's phonics programme with accuracy. This ensures that pupils quickly understand the sounds that make up words. Regular checking of what pupils understand identifies any gaps in pupils' learning. The school uses this information to carry out targeted interventions that address these gaps effectively. Pupils practise reading with books that carefully align with their phonics knowledge. This enables them to become confident and fluent readers.

The school ensures that the support provided for pupils with SEND closely matches pupils' individual needs. Staff ensure that pupils can access the full curriculum in school. They make effective use of resources to identify these pupils' needs quickly and provide them with effective support.

Behaviour in lessons and around the school is excellent. Pupils are respectful, polite, and friendly. Children settle rapidly into the early years provision. The school environment is calm and orderly. Some pupils receive targeted support to help them understand and respond to the school's behaviour expectations appropriately. The school is tenacious about ensuring pupils' attendance at school. It uses a range of bespoke approaches to ensure that pupils do not miss out on learning the curriculum. The school works with parents and carers to identify and address barriers to attendance.

The personal development programme is a strength of the school. Pupils experience a broad range of opportunities that enhance their wider development and prepare them well for life beyond the school. The school recognises the importance of developing pupils' social skills. For example, pupils are given space to share their feelings in 'together time'. Pupils learn about how to keep themselves safe, including when online. They know what to do and who to speak to if they have any concerns.

Leadership of the school is highly effective. Trust leaders and governors have high ambition for all pupils and want the best for them. There is a clear shared strategic direction. Staff feel that their workload and well-being has been carefully considered. They benefit from high-quality training and professional development. Consequently, morale is high and there is a strong team spirit. Parents and carers are rightly very positive about the support their children receive from school staff.

## Safeguarding

The arrangements for safeguarding are effective.

## Background

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding for overall effectiveness in March 2019.

## 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>	142632
<b>Local authority</b>	Newham
<b>Inspection number</b>	10346005
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	551
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Paul Leslie
<b>CEO of the trust</b>	Anthony Wilson
<b>Headteacher</b>	Scott Chudley
<b>Website</b>	<a href="http://portway.ncltrust.net">portway.ncltrust.net</a>
<b>Dates of previous inspection</b>	27 and 28 March 2019, under section 5 of the Education Act 2005

## Information about this school

- The school is part of Newham Community Learning multi-academy trust.
- There is provision for two-year-olds within the early years setting.
- The school does not currently use any alternative provision.

## Information about this inspection

- 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 inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of parents, 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 inspector scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement. The inspector also reviewed documents related to attendance, behaviour and pupil movement.
- The inspector met with senior leaders, teachers and support staff. Discussions were held with the CEO and trustees of the Newham Community Learning multi-academy trust as well as members of the local governing body.
- The inspector considered the views of pupils, parents and staff, including through their responses to Ofsted's online surveys.

### **Inspection team**

Robert Grice, lead inspector

His Majesty's Inspector

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