

Kensington Primary School

Kensington Avenue, Manor Park, London E12 6NN

Inspection dates

12–13 July 2016

Overall effectiveness

Outstanding

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an outstanding school

- Kensington Primary is an exciting place for pupils to learn. It inspires them to work hard and reach their potential.
- The excellent leadership of the executive and acting headteachers, ably supported by the deputy, senior leaders and governors, ensures a culture of high expectations.
- Parents are extremely positive about the school and say that their children are happy, safe and taught very well.
- Teachers' excellent knowledge of the subjects they teach and their consistent use of assessment mean that pupils make outstanding progress.
- Disadvantaged pupils do at least as well as other pupils nationally and often better. This is because the school's systems to identify those falling behind are very sharp.
- The leadership of the early years is very strong. As a result, children make rapid progress especially with their reading and writing skills. Leaders recognise that the outdoor area needs further improvement.
- The school's partnerships with other schools have done much to support improvement. Leaders are keen to use these partnerships to improve standards even further.
- The level of support and care for pupils is extremely high, regardless of their needs, abilities or interests. Pupils feel very safe and trust their teachers.
- The support for pupils with special educational needs and/or disabilities is strong. These pupils make swift progress from their starting points to achieve well.
- The curriculum gives pupils a range of rich experiences that interest and inspire them. After-school clubs, visits and trips broaden pupils' horizons very effectively.
- Pupils' behaviour and attitudes are exemplary. They conduct themselves impeccably around the school and are highly respectful of others. Their personal development is excellent.
- Pupils who speak English as an additional language improve their English skills rapidly. From the moment pupils start school, teachers provide excellent support so that they are able to reach their potential.

Full report

What does the school need to do to improve further?

- Continue to develop partnerships with other schools to enhance the quality of teaching, learning and assessment and pupils' outcomes further.
- Improve the outdoor learning area for children in the early years to maximise its impact on their learning and progress by providing greater opportunities for them to develop language and counting skills.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The executive headteacher's vision and passion drives everything the school does. His resolute determination to give pupils the very best education and care possible has resulted in a school that is outstanding in all areas. The excellent leadership of the acting headteacher, senior leaders and governors ensures that all pupils, from a wide range of backgrounds and different starting points, receive a high-quality education.
- Leaders are unwavering in their commitment to, and passion for, improving pupils' outcomes, and this drive for excellence has transformed the school since the last inspection. There has been a wholesale reorganisation of the school's systems, procedures and facilities, from governance to leadership and from classroom arrangements to the curriculum. As a result, there have been very significant improvements to teaching and pupils' achievements.
- Senior leaders know their school very well and have an honest and accurate picture of its strengths and weaknesses. The process for evaluating the school's performance is extremely robust and school development planning is sharply focused on those areas that matter most.
- The way the school evaluates itself also ensures that agreed plans to secure improvement are applied by everyone. This has led to a consistent approach across the school, for example in the high expectations and the extremely positive culture in classrooms. This consistency has a strong impact across all aspects of the school's work, contributing significantly to the high standards reached by pupils.
- The quality of teaching and learning is checked very thoroughly using a wide range of evidence to verify judgements. This work is linked closely to first-rate staff training and performance management. This contributes significantly to the outstanding practice of teachers and the high-quality outcomes for pupils.
- Equality and diversity are promoted very effectively. As a result, pupils are caring, considerate and respectful of each other and the wider community. The wide range of charities the school supports illustrates this very well, as does the way pupils treat each other, their teachers and visitors with warmth and courtesy.
- Leaders track pupils' progress meticulously. Regular meetings between senior leaders and class teachers look at the progress of each pupil and specific support is provided for any who are falling behind with their learning. The impact of this support is reviewed regularly so that any necessary changes can be made in good time. Consequently, pupils who are at risk of floundering catch up quickly.
- Senior leaders have worked successfully to engage parents with the school's determination to provide the highest standards of education and care. A variety of initiatives are provided to help parents support their children's achievements. For example, the school offers six-week 'Parent's Gym' courses to help parents deal with the challenges of parenting. The Parent Forum enables parents to meet with leaders to find out about developments at the school and there are curriculum workshops on topics such as 'maths mastery', literacy and phonics. The school monitors the effectiveness of this work through feedback from parents and they are overwhelmingly positive about the experiences and about the school.
- The pupil premium funding is used very effectively to help overcome any barriers to learning experienced by disadvantaged and vulnerable pupils. The school uses the funding to provide a wide range of interventions including the 'Place2be', where pupils can talk to a counsellor, and dance and art experiences to help pupils develop their emotional and social well-being. The impact of the funding is evaluated thoroughly by senior leaders and governors. As a result, disadvantaged pupils make rapid progress and are able to experience in full the rich and varied curriculum.
- The primary school physical education (PE) and sports funding is used effectively to provide good sporting activities and to train teachers to teach PE effectively. Pupils say that they especially like the sporting competitions with other schools.
- The provision for special educational needs is led very effectively, ensuring that the support given to pupils is highly successful. Teachers' expectations of pupils with special educational needs and/or disabilities are as high as those for other pupils. As a result, pupils make good progress from a wide variety of starting points.
- Pupils who speak English as an additional language make outstanding progress. The school receives a high proportion of new pupils right through the year, many of whom speak little or no English. However, these pupils make extremely rapid progress to become fluent readers, writers and speakers. This is the result of highly targeted support and leaders' determination to provide the highest quality of education and care for all. This is illustrated clearly by the high levels of achievement in English.
- Pupils experience a broad range of subjects, including Mandarin, art, music and dance, which are well planned to grab pupils' interest and excite them in learning. The links made between subjects ensure that

learning is made relevant to the world outside school and challenges pupils to think in depth about important issues. For example, pupils' work in English to write about the positives and negatives of democracy enabled them to apply their knowledge and make a highly persuasive argument. Topic work is often enhanced by trips and visits, for example to the Museum of London and the River Thames.

- The school promotes pupils' spiritual, moral, social and cultural development very successfully. It is a distinctive part of the school that runs through everything it does so pupils' personal skills and understanding are developed very effectively. There are many opportunities for pupils to take responsibility for the school community, for example as sports captains or learning mentors. As a result, there is a very calm atmosphere across the school and pupils are kind and considerate to others.
- The school's values are a consistent thread in everything it does and are aligned closely to British values. Pupils have a very well developed understanding of the need to follow rules. They have a great respect for the views of others and talk confidently about different religious traditions. Through their work on democracy, and the work of the school council, pupils develop their understanding of what it means to live in modern Britain.
- The school's work with its partner school has been central to the improvements since the last inspection. The partnership has been a very successful part of the strategy for improvement; so much so that Kensington Primary is now providing support to other schools. In addition, teachers play a full part in working with the network of local schools. For example, the acting headteacher is the lead moderator for the Year 6 tests for the local authority. The support provided by the local authority is appropriate and helpful and it rightly considers that the school is now largely self-supporting.
- **The governance of the school**
 - Governors use their wide range of experience and skills effectively to challenge and support senior leaders in equal measure. They have an accurate knowledge of the school's strengths and weaknesses. This is because governors are involved fully in the 'evidence trails' through which the school evaluates its performance. As a result, they are confident about their decisions and make an important contribution to improving standards. Governors understand the procedures for performance management and how this links to teachers' pay.
 - Governors have a secure understanding of the information about pupils' achievements and have had training to increase their ability to interrogate this information. As a result, they know how the school's performance compares with other schools nationally. Governors monitor the pupil premium and PE and sports funding rigorously, ensuring that the money spent has a positive impact on pupils' progress.
- The arrangements for safeguarding are extremely effective. Leaders have established robust systems that meet legal requirements effectively. All staff receive regular and appropriate training on all aspects of safeguarding including child protection, female genital mutilation and the signs of abuse. The school is tenacious about following up issues and in involving external agencies where necessary. Leaders' attention to detail means that pupils are safe and that their welfare needs are met very effectively. Parents agree that the school keeps their children safe.

Quality of teaching, learning and assessment is outstanding

- Teachers' high expectations have ensured rigour, consistency and outstanding quality across the school. As a result, pupils make rapid progress that they maintain as they move through the school.
- Teaching at Kensington Primary is characterised by high expectations, an inspiring environment and very positive relationships that encourage pupils to do their best. Pupils respond extremely well to the work they are given and play an active and responsible part in their learning. For example, pupils readily ask questions if they do not understand something and are very confident in telling the rest of the class how they solved a problem.
- Teachers' subject knowledge is very strong. They use this knowledge very effectively to make learning exciting and to consolidate and deepen pupils' understanding. For example, teachers ask just the right questions to support pupils' thinking and challenge them to explain their answers. Teachers are adept at picking up misconceptions quickly and using them as opportunities to stretch pupils' thinking.
- The way teachers mark pupils' books is excellent and there is a great deal of consistency across the school in following the school's policy. This is because leaders have rightly ensured that the marking process is manageable and does not over-burden teachers. Teachers make clear to pupils what they have done well and give straightforward advice about how to move their learning forward. Pupils respond very well to this advice and the progress they make in their books is noticeable. One pupil noted that 'next steps marking is really helpful because it makes you find the answer'.

- Pupils' progress is checked thoroughly by teachers and leaders. All staff are confident in using the new assessment system to ensure that pupils are making sufficient progress. They use the information with exceptional clarity to identify those falling behind, to intervene rapidly and effectively to provide pupils with work focused precisely on what they need to learn. Teachers also ensure that there are opportunities for pupils to practise and apply their skills. As a result, pupils are confident in using their learning to solve problems and to give reasons for their solutions. Opportunities to stretch and challenge pupils are rarely missed, including for the most able. For example, those pupils who achieve the top assessment levels are given work that deepens their understanding. As a result, they make excellent progress.
- The teaching of literacy is excellent. Teachers expertly illustrate what they expect pupils to achieve and set sharp literacy targets so that pupils know what they are aiming for. Literacy skills are reinforced very well throughout the curriculum. For example, in mathematics teachers make a point of getting pupils to answer in full sentences so that they develop their language skills. In every classroom appropriate subject vocabulary is emphasised so that pupils develop an in-depth understanding of the subject.
- The school library adds significantly to pupils' love of reading. As one pupil said, 'there are loads of really good books' in the library.
- Numeracy is taught extremely well. There is a strong focus on enabling pupils to understand mathematical ideas and explain their reasoning for their answers. As a result, pupils master the essential mathematical skills and use them confidently to solve increasingly difficult problems.
- The teaching of phonics (letters and the sounds they make) is excellent. The results of this year's phonics screening check have shown a significant increase on the previous year. Teachers and teaching assistants have a good understanding of phonics and use this very effectively to boost pupils' reading and speaking skills. It is no coincidence that pupils who speak English as an additional language make extremely rapid progress with their English skills.
- Teaching assistants and adults who support individual pupils' work are deployed effectively. They work closely with teachers to ensure that all pupils, including those with special educational needs and/or disabilities, disadvantaged pupils and those from a range of different backgrounds, achieve very well.
- All parents who responded to Parent View felt that their children were well taught. They were all happy with the quality of information they received about their children's learning and that the school kept them well informed about the curriculum.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils' personal development and welfare is right at the top of the school's priorities. Staff ensure that the quality of care that they provide is first rate and that there is an environment where all pupils are respected and valued. As a result, pupils develop into self-assured, thoughtful and caring citizens who understand what it means to be tolerant and respectful of others.
- Senior leaders, staff and governors are diligent in making certain that the school provides a safe and inspiring environment. Pupils say they feel completely safe in school because there is always an adult to turn to. They know about keeping themselves safe when using the internet because the school provides 'workshops' in which they learn about the dangers of the internet. They learn how to keep themselves safe in different situations, for example with road safety. Nearly all parents agree that their children are very safe in school.
- Pupils are in no doubt that bullying happens very infrequently and that there is no name-calling. They say this is because the system of peer mediators and peer counsellors helps to defuse any arguments or niggling problems. Pupils also say that on the very rare occasions when there is bullying, teachers are quick to resolve the issues. The school's records of bullying incidents are detailed, robust and reflect a strong approach to managing any concerns that pupils and parents may have.
- Pupils are emphatic that they like school. They say that teachers are 'nice' and that 'they explain things if we don't understand'. Parents, too, are very confident about the quality of the school's care for their children, with the overwhelming majority of those who responded to Parent View saying they would recommend the school to others.
- The school places pupils' emotional health and well-being high on its agenda. Pupils have many opportunities to talk to adults about any problems they may have, for example 'The Place2be'. This has a very strong impact on pupils' personal development. They listen with noticeable respect and sensitivity to the views of others in their class and respond thoughtfully when asked to evaluate someone else's work.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' behaviour and conduct around the school is consistently excellent. They are polite, courteous and very considerate of others. They move from classroom to playground impeccably and play very well with each other. This is the result of the high expectations set by all adults in the school and the way they are applied consistently across the school. For example, classroom routines are very clear so that little time is wasted moving from one activity to another or waiting for pupils to listen.
- The school works very effectively to support the small number of pupils whose additional needs have a negative impact on their behaviour. Adults work with them closely to help them to learn without disrupting others. As a result, the behaviour of these pupils is improving and they make good progress from their starting points. There have been no exclusions in the past year.
- Pupils have excellent attitudes to learning. They are very keen to do well and listen attentively to their teachers and others in their class. Pupils are especially proficient at working together to solve problems but are also just as capable of working by themselves to think through a question and develop a solution. They are also very confident at learning from their mistakes and are resilient when things go wrong.
- Attendance is broadly average and has improved over the past year as a result of the school's clear expectations and the work they do with parents. Pupils are punctual and nearly always arrive on time to school. This is particularly impressive given the very high proportion of pupils who start and leave the school mid-way through the year.

Outcomes for pupils

are outstanding

- Pupils achieve extremely well across all areas of learning and at each key stage. Attainment is excellent, including in the most recent national assessments. This is because of the high expectations set by senior leaders and the outstanding teaching across the school. Teachers are aspirational for their pupils and turn this into tangible success.
- In 2015, the proportion of pupils making expected progress in reading, writing, mathematics and spelling, punctuation and grammar was above the national average. The proportion of pupils doing even better and making more than expected progress was also above the national average.
- Pupils currently in the school are continuing to make excellent progress in reading, writing and mathematics and in spelling, punctuation and grammar. The work in pupils' books, inspectors' observations of learning in lessons and the school's reliable assessment information all show that pupils' achievements have been sustained and in some cases improved upon. For example, reading is now a very real strength of the school because of the impressive focus the school has placed on reading widely and often. This has remedied the weaknesses in reading effectively so that pupils achieve very well. Pupils say they 'love reading'.
- Pupils with special educational needs and/or disabilities, the most able and less able pupils, including disadvantaged pupils, all make very strong progress, considering their starting points and needs. This is the result of the outstanding teaching, the very robust system to track individual pupils' progress and the excellent interventions. Two groups of pupils, the most able and those from Pakistani backgrounds, were identified as making less progress than others in 2015. Assessment information shows that these pupils have caught up with their peers and now make at least good progress and often better.
- Pupils' work in their books confirms that progress is outstanding. This is the case across all subjects and areas including art and topic work, which covers history, geography and religious education. Work in dance is also of a high standard and like art is used as one of the many successful strategies to support those who find learning difficult. Consequently, pupils are well prepared for their secondary education.
- Pupils read fluently and with expression due to the high-quality phonics teaching. In 2015, the proportion of pupils who achieved the expected standard in the Year 1 phonics skills check was above the national average. The school's current progress information indicates that this good progress has been sustained. Children in the Reception Year read confidently using their knowledge of the sounds that letters make to read new words. Older pupils read books that challenge them.
- Teachers are increasingly skilled at giving pupils work that encourages them to think and apply their skills to find the answers to difficult questions. As a result, pupils deepen their understanding especially well, particularly in mathematics where the work is planned carefully to challenge the most able pupils. They make very good progress to reach high standards as a result.
- The large numbers of pupils who join the school at different times of year, often with very little English, make rapid progress. This is because the support for pupils who speak English as an additional language is superb. These pupils become fluent readers and writers and are able to tackle the same work as their

peers within 11 months of starting school. For example, the winner and runner-up in a debating competition with local schools were both non-English speakers when they started at Kensington Primary.

Early years provision

is outstanding

- Leadership of the early years is first rate and has ensured that children's progress has improved very significantly since the last inspection. Provision in the early years continues to improve and although the school recognises that there is still room for further improvement, children flourish. As a result, they are well prepared for the start of key stage 1.
- Children typically enter Reception with skills that are below those expected for their age, especially their English language skills. Many start school speaking no English. Staff track children's progress rigorously so that they are able to plan activities that have a very positive impact on learning. Children who need additional support are identified quickly so that their specific needs are met. As a result, children make rapid progress in all areas of learning.
- In 2015, the proportion of children reaching a good level of development was above the national average. This was an improvement on the previous year and the achievements of children currently in the early years show further improvement, with a greater proportion reaching a good level of development.
- Reading, writing and mathematics are taught extremely well. Many children are able to read by the time they move into key stage 1. They have opportunities to solve problems in mathematics, for example by discovering how much sand is needed to fill up a container. In another example, a group of children spent time working out how to make their cars travel faster down the ramp they had made. Excellent support from the teacher meant that they were challenged to think more deeply about the problem. Children's very strong achievements are illustrated by the high quality of their 'learning journey' books, which exemplify the outstanding progress they make during their time in Reception.
- Relationships between staff and children, and between children, are excellent. Children show great care and respect for others, sharing equipment and helping one another readily. There are almost no squabbles or disagreements, as a result of careful supervision and high expectations.
- The environment is safe and nurturing, enabling children to develop their self-confidence and social skills well. Classrooms are stimulating and well resourced and children take full advantage of the range of equipment and activities.
- The outside environment has been improved significantly since the last inspection but the school recognises that it needs further improvement to ensure that it supports the development of children's skills fully.

School details

Unique reference number	102727
Local authority	London Borough of Newham
Inspection number	10011925

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	528
Appropriate authority	The governing body
Chair	Caroline Stone
Executive headteacher	Paul Harris
Acting headteacher	Ben Levinson
Telephone number	020 8470 2339
Website	www.kensington.newham.sch.uk
Email address	ben.levinson@kensington.newham.sch.uk
Date of previous inspection	26–27 February 2014

Information about this school

- Kensington Primary School is larger than most primary schools.
- When it was inspected in February 2014, it was judged to require improvement.
- The proportion of pupils known to be eligible for free school meals is high.
- There is a much higher proportion of pupils whose first language is not English than in most primary schools.
- The proportion of pupils who receive special educational needs support is a little below average. The proportion with a statement of special educational needs or an education, health and care plan is low.
- The number of pupils who join or leave the school at different times of the year is very high.
- The school meets the government's current floor standards.
- The school meets the requirements for the content of its website.
- The executive headteacher is a national leader of education.
- The school provides before- and after-school clubs, and lunchtime activities, for all its pupils.

Information about this inspection

- Inspectors observed learning in each year group, including in the Reception and Nursery classes. Many of these were jointly observed with school leaders.
- Pupils' work in a range of subjects was looked at.
- Inspectors listened to pupils reading.
- Inspectors looked at behaviour at break and lunchtime.
- Discussions were held with senior leaders, including governors, subject leaders, pupils and parents.
- A range of documentation and policies was scrutinised including the school's self-evaluation, records of pupils' behaviour and attendance, and assessment.
- Inspectors scrutinised records relating to the quality of teaching, and the school's website, including information about extra-curricular activities, trips and visits.
- Records, policies and procedures relating to safeguarding were reviewed.
- Inspectors took account of the 146 responses to Ofsted's online survey, Parent View, and of nine responses to the survey of staff.

Inspection team

Brian Oppenheim, lead inspector	Her Majesty's Inspector
James Waite	Ofsted Inspector
Roger Garrett	Ofsted Inspector

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