

Kaizen Primary School

Elkington Road, London, E13 8LH

Inspection dates 24–25 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Inclusive, reflective, creative and innovative leadership is relentless in driving school improvement.
- Through their shared expertise, leaders make a significant contribution to the development of other schools.
- Leaders work as a tightly knit team to implement highly effective strategies to improve teaching. They carefully put in place individual support programmes to improve teachers' performance.
- The high quality of much of the teaching has a considerable impact on the pupils' learning. Given the relative inexperience of most teachers, this is a great testament to their response to the training and guidance of school leaders.
- The highly effective governing body is thoughtful, reflective, and challenging of school leaders. Governors help to shape the school's direction and continually check that their aims for the school are being met.
- Pupils make rapid progress in the development of key skills of literacy and numeracy, but particularly their writing. Attainment is rising as increasing numbers of pupils work beyond levels expected for their age.
- Pupils with specific learning needs thrive in a school that ensures their physical, social, emotional and academic needs are very carefully met. A closely woven net of care and support catches concerns early and is highly responsive to individual needs and circumstances.
- The highly effective team of support staff, particularly those working with pupils with acute learning difficulties or who are new to speaking English, makes a major contribution to learning.
- Children greatly enjoy learning in the early years and make rapid progress in all areas of their development, particularly language and communication.
- Pupils, from the most to the least able, show a real love of learning and strive not to give up in the face of adversity.
- Behaviour around the school is impeccable. Pupils take great pride in the school environment and treat it with care and respect. They have a very mature and considerate approach to all those around them, other pupils and adults alike.
- Pupils say they feel very safe in school because they know how vigilant staff are in taking care of them.
- Attendance has steadily risen since the school's last inspection and is now above average.
- Leaders are very successful in meeting the needs of disadvantaged and vulnerable pupils through the close and constructive partnership with home.
- The way subjects are organised and taught makes the pupils' learning exciting and interesting. Every opportunity is taken to promote the pupils' spiritual, moral, social and cultural development as well as their understanding of the part they play in modern Britain.

Information about this inspection

- Inspectors observed pupils' learning in 24 lessons, 12 of which were visited with senior leaders. They looked at work in pupils' books from the current academic year.
- Meetings were held with groups of pupils, school staff, and with the Chair of the Governing Body and two other governors. A telephone discussion was also held with a representative from the local authority.
- Inspectors took account of the 76 responses to Ofsted's online Parent View questionnaire. They also met informally with parents at the start of the school day and looked at the results of surveys undertaken by the school over the last year.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.
- Inspectors also took account of the 33 responses to the staff questionnaire.

Inspection team

Martin Beale, Lead inspector	Additional Inspector
Richard Boswell	Additional Inspector
Bimla Thakur	Additional Inspector

Full report

Information about this school

- This school is well above average in size, compared with other primary schools.
- More than four fifths of pupils are from a wide range of minority ethnic backgrounds. This figure is high.
- Two thirds of pupils speak English as an additional language. This figure is well above average.
- Most pupils are disadvantaged and supported by funding through the pupil premium. This is additional government funding which, in this school, supports pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is well above average.
- The proportion of pupils who join or leave part-way through their primary education is much higher than in most primary schools.
- The Nursery caters for 78 children on a part-time basis and has 69 currently on roll. Children attend the two Reception classes full-time.
- The school provides daily before-school and after-school clubs.
- The school works in partnership with The East London Early Years Partnership and Tollgate Teaching School Alliance.
- The school has experienced very high staff turnover since its last inspection. One of the joint headteachers embarked on a consultancy career at the end of the summer term 2014, two senior leaders have become headteachers, several staff have moved into leadership roles and a majority of class teachers left in the last academic year. Temporary arrangements had to be put in place at the time and 12 new teachers were appointed from September 2014.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6..

What does the school need to do to improve further?

- Ensure greater consistency in marking by the new team of teachers so that it always helps pupils learn and make progress.

Inspection judgements

The leadership and management are outstanding

- Leaders are highly ambitious for the school and work closely together to a common purpose. They deal very successfully with problems as they arise and have developed a culture amongst staff that seeks to turn a challenge into an advantage. They are highly reflective of performance, and imaginative but very precise in the way they plan actions. This accounts for the rapid turnaround in the school's fortunes, following major staffing difficulties last year.
- The innovative approaches to developing teaching include a directory of skills and how teachers can be supported to achieve them. Weekly meetings between senior leaders and each teacher lead to personal programmes of support that enable new teachers to become highly effective very rapidly. Targets set for teachers are very challenging and linked closely to salary progression.
- Teachers are receptive and very eager to improve their practice by learning from each other. They continually reflect on their impact on the pupils' learning and speedily adjust their practice accordingly.
- Subject leadership is largely in the very capable hands of senior leaders while others are trained to take up positions in the future. Through their considerable expertise, leaders make a very strong contribution to schools in the local authority and further afield. This includes providing leadership support for a large number of schools and taking a lead role in developing aspects of early years provision in a project with six other schools.
- The local authority partnership has been appropriately light-touch because of the school's success. However, it stepped in well to support leaders in maintaining morale during the period of staff changes.
- The strong culture of inclusion enables all pupils, including those with acute physical or learning difficulties, to participate in all aspects of school life, including sport and educational visits. Where barriers might exist to an individual pupil's development, the identification of their needs is expert, swift and ongoing. The impact of support put in place is constantly checked so it can be adapted quickly. Additional funding such as the pupil premium is very carefully targeted and the impact evaluated to ensure that these pupils make at least good progress, and any gaps are closing.
- Family involvement is key to the school's success in promoting equality of opportunity and tackling discrimination. Leaders develop strong relationships with families so that the needs and circumstances of their children can be more readily identified and tackled. Parents greatly value the weekly opportunity to work with their children in classes at the start of the day.
- The curriculum is interesting for pupils, while also focusing sharply on developing key skills. There is a high emphasis placed on developing writing skills, including across subjects. Visits encourage pupils to engage and respond positively to artistic, sporting and cultural opportunities. Values of what it is to be British such as tolerance, respect and democracy are promoted at all times and emphasised through assemblies. The 'word of the week' helps pupils to focus on developing personal qualities such as perseverance.
- Additional sports funding is used very effectively to strengthen physical education teaching, the range of sports activities available and values of fair play. The specialist team has worked closely with new and enthusiastic teachers to develop their skills to the extent that many now run their own clubs for pupils.
- The school fully meets safeguarding requirements and many aspects of its work are exemplary, such as child protection. Staff have received extensive and regular training. They are clear that the smallest concern should be reported, as it may form part of a bigger picture.

■ The governance of the school:

The governing body is highly effective in holding leaders to account for the school's performance and supporting them through difficult times. Governors are innovative in their approach to understanding the school and extending their expertise. This ensures they have a deep understanding of assessment data from which they can question leaders in detail about where improvements are needed, particularly in the quality of teaching. Governors understand how well pupils achieve in relation to those in other schools. Governors are fully aware of how leaders have rapidly improved teaching and the pupils' achievement. They make sure systems are in place to reward good or better teaching financially and understand how any underperformance is robustly tackled. Scrupulous checks are made of the impact of funding allocations, such as the pupil premium, which are altered to have the maximum benefit for the pupils' learning and development.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. They work and play happily together, giving the school a very happy and harmonious feel. Pupils participate enthusiastically in the wide range of activities provided at lunchtime. Pupils are very considerate and caring towards others, particularly those who find aspects of school life difficult.
- The highly effective systems for tracking pupils' behaviour quickly pick up on emerging patterns so staff are able to intervene before serious issues arise. The progress of some pupils might have stalled but for this intervention and support.
- The pupils' exceptionally positive attitudes to learning support their outstanding achievement. They work equally well on their own or in groups. Pupils learn to question, show curiosity about the world around them and are confident that they can learn by their mistakes. Pupils take on responsibilities and leadership in a wide range of roles such as librarians, newspaper reporters, sports coaches and school ambassadors.
- A relentless attention to detail, including rigorously following up any absences, has contributed significantly to the sustained improvement in attendance. Punctuality has also improved through regular spot checks by senior leaders.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils, parents and staff are unanimous in seeing the school as a safe and secure place.
- Safe practices are strongly promoted and a culture of safety pervades all aspects of school life. Pupils learn how to keep themselves safe and what to do if they encounter risks in and out of school, through training in internet and road safety.
- Pupils are adamant, and records show, that any use of unkind or derogatory language is extremely rare and dealt with swiftly. Pupils are taught through 'The Kaizen High 5' how to be respectful but assertive towards any offensive language or bullying.
- Thorough checks are undertaken on leavers, who are only taken off roll when the school is certain of their whereabouts.

The quality of teaching is outstanding

- Pupils rise to the challenge of their teachers' high expectations of what they can achieve and how they should behave. Teachers use interesting and imaginative methods to engage the pupils and help them to consolidate skills and understand new ideas. This and the work they set challenge pupils at all levels and deepen their understanding of new ideas.
- Pupils are continually encouraged to take decisions about their learning by selecting harder tasks when they feel they are ready. Teachers skilfully draw out ideas, check understanding and direct learning through their questions and interventions. They are very flexible and quickly adapt lessons in response to the pupils' learning.
- Support staff are trained well in meeting individual needs and have established very productive relationships with pupils they work alongside. They adapt materials carefully, make pupils think and strive not to make pupils dependent on them.
- Phonics (the sounds made by letters) skills are taught well in the early years and across Key Stage 1 to small groups at similar stages. The teachers' enthusiasm for literature leads to pupils developing a love of books. Focused teaching promotes the pupils' skills of comprehension and deduction very well.
- Teachers help pupils develop their writing by giving them time to plan, draft and edit their work. They enable pupils to write in a wide range of styles and for different audiences. They challenge pupils to make their writing more interesting by broadening their vocabulary and being more ambitious in their sentence and paragraph structure.
- Teachers have used the changes to the National Curriculum in mathematics to raise the quality of their teaching and provide the pupils with greater challenge. They make sure pupils master key skills securely by applying them to solve complex everyday problems, including in other subjects.
- Marking generally gives clear guidance for pupils that helps to move their learning forward by identifying errors and checking they are corrected, but not consistently across all classes. Teachers also set extra challenges in mathematics to assess understanding, and they require editing of written work.

The achievement of pupils**is outstanding**

- Outstanding teaching of reading, writing and mathematics means pupils make rapid progress across the school from whatever their starting points. Achievement slipped during the period of staff changes last year, but attainment is now rising strongly across the school. There are no patterns to any differences in the achievement of pupils from minority ethnic backgrounds.
- The proportion of Year 6 pupils reaching Level 4+ in all of reading, writing and mathematics was well above average in 2014. The vast majority of pupils were prepared well for secondary school in spite of significant teacher and pupil turnover in this group. However, the priority placed on making sure pupils reached levels expected for their age meant results were below average at higher levels.
- The most able pupils had not always reached the higher levels of which they were capable in the recent past. The consequence of focusing on challenging this group this year is that more pupils are now working securely at higher levels in all areas and developing a deep understanding of the skills and ideas they are learning.
- Pupils develop their phonics skills rapidly and use them when faced with words they have not previously met. Results of screening checks for Year 1 pupils were average in 2014. Some of the later arrivals do not always reach the required level in Year 1 but almost all catch up by the end of Year 2.
- Many pupils join the school with limited English, including those who arrive mid-year. The sharp focus on their communication skills means they rapidly gain confidence and fluency in English. All but a very few reach Level 4 by the end of Year 6 in each subject, but not all are at the school long enough to reach the higher levels achieved by others in their classes.
- The additional teacher in each year group funded through the pupil premium enables disadvantaged pupils to make similar progress to others in the school. They make much more rapid progress than other pupils nationally. Their attainment was higher than others in the school in Year 6 in 2014 in mathematics and writing. The gap was negligible in reading. They were less than six months behind others nationally in mathematics, about three months behind in reading, but ahead of them in writing.
- Disabled pupils and those with special educational needs make rapid progress in their academic and personal development. This is through a very carefully balanced approach that matches work in lessons closely to specific targeted therapies and other support programmes.

The early years provision**is outstanding**

- Outstanding teaching in classrooms full of exciting activities planned to meet the children's interests and learning needs is the basis of their outstanding achievement. Children make rapid progress in developing skills and catching up in any areas of individual weakness in the early years. Children are prepared well for Year 1 and their attainment is above average by the end of Reception.
- All adults have high expectations of the children. Detailed assessments are compiled through observations of the children's learning so it is clear what each child needs to do next. Children are encouraged to explore ideas themselves and share their learning with others.
- Learning inside and outdoors is carefully linked. Children's learning is continually extended outside, with a strong focus on developing writing skills. Play is used very imaginatively and effectively as a stimulus for learning and language development. Where children are new to English, there are continual opportunities to talk and develop spoken English.
- Early years leadership and management are outstanding and have a very significant impact on the children's learning. Adults pull together as a team and are continually seeking to improve their teaching and the children's learning. Children are well cared for and kept safe. The strong partnership established with parents smooths the children's entry into the setting.
- The children's behaviour is outstanding. They play safely and show great respect for others. Children enthusiastically take part in learning by asking questions and exploring resources and ideas. Children in the Nursery experimented with different ingredients and utensils for making bread. Children celebrate diversity and enjoy learning about different places and customs by following Barnaby Bear's travels.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	132813
Local authority	Newham
Inspection number	448866

This inspection of the school 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	479
Appropriate authority	The governing body
Chair	Phillipa King
Headteacher	Rebekah Iiyambo
Date of previous school inspection	9 June 2010
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