

# Inspection of Keir Hardie Primary School

13 Robertson Road, Canning Town, London E16 1FZ

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Inspection dates: 6 and 7 March 2024

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Good

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

Pupils learn exceptionally well at this school. All pupils are well nurtured and cared for by dedicated staff. Pupils behave very well at all times. Pupils are happy and safe here. They can all name five trusted adults they can go to if they have any concerns. Staff enable pupils to be inspired by the school's 'MAGIC' habits. This includes encouraging pupils to be highly motivated, independent and to communicate effectively.

School leaders have the highest aspirations for what pupils can achieve. This is true for all pupils, including those with special educational needs and/or disabilities (SEND). There is a culture that aims for excellence across the curriculum and beyond. Pupils achieve highly at this school.

Leaders work carefully to promote an inclusive and welcoming environment. For instance, they promote the importance of equality and celebrate diversity. Teachers encourage pupils to feel responsible for the world around them and to be active citizens. In school, pupils relish being digital leaders, prefects and sports leaders.

Governors are highly ambitious and committed to the success of the school. Parents and carers are overwhelmingly positive about the support their children receive at the school.

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

The school has designed a curriculum that clearly sets out the knowledge pupils will learn. Leaders identify carefully the subject content that pupils learn into a logical order. This enables pupils to remember what they have previously learned confidently. All this starts in the early years, where children flourish. Staff support children to be creative. For example, children learned to explore colours and collage when observing cherry blossom and signs of spring.

Staff enable pupils to develop their knowledge and skills deeply across all subjects. For example, in religious education (RE), pupils developed their understanding about festivals, different belief systems and explained parables confidently. The early years curriculum provides children with a thorough grounding, particularly in number and language. Staff support children to count to 20 confidently. Staff across the school check pupils' understanding rigorously. They address any misconceptions quickly so that pupils are fully ready for future learning.

Reading is a high priority. School leaders ensure that all staff are trained to be experts in teaching phonics. They provide staff with regular training and support. Through accurate assessment, the school is quick to spot pupils who need extra help with their reading. Staff provide specific support to help any pupils who need to catch up effectively. The school library is used regularly by pupils. They enjoy choosing books from a range of classical writers, such as Shakespeare and Jane Austen. In early years, staff read stories and rhymes to children regularly.

The school ensures that pupils with SEND receive bespoke support. Leaders identify and meet the needs of pupils in a timely way. Staff provide adaptations to pupils' learning skilfully. This helps pupils with SEND to access curriculum content successfully. Pupils produce work of a high standard.

The behaviour of pupils is of a high standard in lessons and as they move around the school. The Nursery and Reception years are calm and inviting learning environments. Pupils eagerly come to school each day, and attendance is now high. Where there are any slight dips in pupils' attendance, the school acts quickly and effectively to ensure that pupils attend regularly.

The school develops pupils' wider development impressively. This includes through a very well thought-out programme of RE and personal, social and health education. Staff aspire for pupils to leave the school as empathetic, kind and ready for life in modern Britain. There are regular visits to a wide range of places of worship. Pupils listen to guest speakers from different backgrounds. They are taught about keeping healthy.

Staff are very well supported by school leaders and governors. The school takes staff's workload, well-being and career professional development seriously. This means that staff become highly skilled very quickly.

## **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>	102725
<b>Local authority</b>	Newham
<b>Inspection number</b>	10296615
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	463
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Oran Blackwood
<b>Headteacher</b>	Violet Otieno
<b>Website</b>	<a href="http://www.keirhardie.newham.sch.uk">www.keirhardie.newham.sch.uk</a>
<b>Dates of previous inspection</b>	29 and 30 November 2022, under section 8 of the Education Act 2005

## Information about this school

- Keir Hardie Primary School is larger than the average-sized primary school.
- The school runs its own breakfast club and after-school provision.
- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and has taken that into account in their evaluation.
- Inspections are a point-in-time judgement about the quality of a school's education provision.

- The inspectors met with the headteacher, members of the senior leadership team including the SEND coordinator and other subject leaders. They spoke with members of the local governing body, including the chair of governors, and a representative from the local authority.
- The inspectors carried out deep dives in these subjects: reading, mathematics, geography and RE. For each deep dive, the inspectors met with subject leaders, considered the curriculum, visited a wide range of lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- The inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of school 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 met with parents at the start of the school day and considered the views of parents, staff and pupils, including through responses to Ofsted's surveys.

### **Inspection team**

Sean Flood, lead inspector

Ofsted Inspector

Jennifer Bax

Ofsted Inspector

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