

Inspection of Kaizen Primary School

Elkington Road, London, E13 8LF

Inspection dates: 16 and 17 April 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The executive principal of this school is Barbara Sims. This school is part of Eko Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Rebekah Iiyambo, and overseen by a board of trustees, chaired by Philippa King.

Ofsted has not previously inspected Kaizen Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Kaizen Primary School to be outstanding, before it opened as an academy.

What is it like to attend this school?

The school's aim is to broaden pupils' horizons and raise aspiration. This is realised exceptionally well through an exciting, well-designed curriculum. Effective teaching strategies help all pupils to remember knowledge in depth across subjects. Because of this, pupils make very strong progress through the curriculum.

The school embraces the diverse community and the array of languages that pupils speak. The many pupils who start school at different points during the year are included with warmth, sensitivity and kindness. Staff support pupils to learn the school's expectations. Pupils are proud of their school. They love learning and achieve very well.

Pupils feel safe and cared for. Staff build strong relationships with pupils and families, creating an emotionally safe environment. Pupils have the confidence to speak out, and share ideas and worries. They know they will be listened to and supported. The school values thread through school life and the curriculum. Pupils' aspirations are nurtured, with pupils guided to consider 'future me' and where their learning can take them. Pupils understand and celebrate their different backgrounds, demonstrating great respect for each other.

Leaders plan learning and enrichment opportunities deliberately. This is centred on their conviction that all pupils have an entitlement to exciting childhood experiences. Pupils especially like their residential trips. For instance, Year 6 pupils enjoy staying in a chateau and practising their French. Pupils spoke excitedly of their numerous trips to museums and theatres.

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

The curriculum is highly ambitious for all pupils, including the significant number of pupils with special educational needs and/or disabilities (SEND). Learning is carefully sequenced so that pupils can build their knowledge, skills and vocabulary exceptionally well over time. In class, staff expertly deploy teaching methods which allow pupils to remember and apply key ideas. This is consistent across curriculum subjects. Many pupils speak English as an additional language and leaders have thought carefully about how to ensure that all pupils access and learn the curriculum successfully. As part of this, staff emphasise the teaching of essential vocabulary. Another example is how teaching builds in time for pupils to discuss and rehearse their learning prior to answering. Teachers swiftly pick up misconceptions at this point and reteach or explain learning further.

Children receive a very strong start to school in the early years. Staff skilfully guide children to understand the school's high expectations and daily routines. In Nursery, children start the school day confidently, joining in with morning greetings, and talking about the weather and date. They independently explore the outdoor learning, for example when selecting appropriate equipment to explore the minibeasts. Children gain strong foundational knowledge in all areas of learning and

readily apply what they know in different ways. For instance, Reception children used their mathematical knowledge to identify numbers in their hopscotch game. Resources are chosen with care to aid pupils' understanding. In Year 2, for example, by using diagrams and resources, pupils, including those with SEND, accurately worked out fractions of quantities.

Teachers model learning effectively, providing the explicit steps that pupils need to succeed. Planned activities enable pupils to practise their understanding and build on prior knowledge very well. Pupils value recalling prior learning as they know it helps them to remember ideas. Pupils produce work of a consistently high standard, showing the depth and scope of what they have learned. Pupils' outcomes in statutory assessments are well above average.

The school places a high priority on early reading for all pupils. Thorough staff training enables a consistent approach to teaching of the phonics programme. Continual, purposeful assessment ensures that pupils are reading books matched to their phonics knowledge. Pupils make strong progress in their reading, including pupils with SEND. Texts are carefully chosen across the school to support pupils' learning of the taught curriculum. Pupils access the school library with their parents and carers to enjoy books together. In early years, children have weekly shared reading with their parents and borrow books to enjoy at home.

The school builds strong relationships with parents. Parents value the communication and advice that they receive to support their children. Leaders have worked closely with families to promote the importance of high attendance and punctuality. The school liaises with external agencies to put in place any additional help when families need it. This work has enabled attendance levels to improve greatly. Pupils want to be in school, they enjoy school life and have exceptional attitudes to learning. Behaviour is exemplary across the school. High levels of engagement and focus during lessons ensure no disruption to learning.

Leaders are highly aware of the community context. The personal development curriculum is carefully planned to help address social disadvantage. Pupils access a wealth of trips and clubs which enhance their learning of the curriculum. Pupils are proud of their leadership roles and the impact that these have on the school community. For example, digital leaders help out in computing lessons and school council members ensure that everyone's voice is heard.

Staff are immensely proud to work at the school. They value the high levels of professional development and opportunities to collaborate with colleagues across the trust. The trust and local governance have a comprehensive understanding of the school's strengths. They work with leaders to ensure continued development and have shared high expectations for all pupils.

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

Unique reference number	143277
Local authority	Newham
Inspection number	10334743
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	434
Appropriate authority	Board of trustees
Chair of trust	Philippa King
Headteacher	Barbara Sims (Executive Principal) Antonia Simmonds (Head of School) Neelam Mohammad (Head of School)
CEO of the trust	Rebekah Iiyambo
Website	www.kaizen.newham.sch.uk
Dates of previous inspection	Not previously inspected

Information about this school

- The school is part of Eko Trust.
- Leaders do not make use of any alternative provision.
- The school is led by an executive principal, who is supported by two heads of school. The executive principal is also responsible for leading one other primary school within Eko Trust.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive principal, other leaders, including the heads of school, and a range of staff. They also met with the chair of trustees, the CEO, the trust’s senior education lead and the local governance committee.
- Inspectors carried out deep dives in these subjects: early reading, physical education, French and religious education. Activities included discussions with leaders and teachers about the curriculum, visiting lessons, speaking with groups of pupils about their learning, and reviewing samples of pupils’ work. Inspectors also considered the curriculum in other subjects.
- Inspectors checked the school’s policies and records, including those related to behaviour and pupils’ wider development.
- Inspectors considered the responses of pupils, parents and staff to Ofsted’s online surveys.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils’ behaviour across the school, including as they arrived and left for the school day.

Inspection team

Luke Stubbles, lead inspector	His Majesty’s Inspector
Tom Hart	Ofsted Inspector
Sacha Husnu-Beresford	His Majesty’s Inspector

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