

Kenyngton Manor Primary School

Address: Bryony Way, TW16 7QL

Unique reference number (URN): 140348

Inspection report: 25 November 2025

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

Leaders act decisively to understand every child and provide the right support. From the moment pupils join, teachers identify what they can do and what they need help with. Staff check pupils' progress regularly so no one falls behind. They spot pupils who need extra help early, such as those with special educational needs and/or disabilities, those who are disadvantaged or those who have had social care involvement. Teachers create clear plans with small steps to help pupils succeed, and families work closely with staff to make this happen.

Leaders remove barriers to learning and wellbeing with determination. They provide safe spaces like the 'cosmos room' for calming down and use well-chosen strategies for the children who find school hardest. Leaders also secure specialist help when needed, ensuring that every child gets the right support to thrive and feel confident.

Staff receive purposeful training, and leaders work closely with experts and families to shape the best help for pupils. They use extra funding carefully to close gaps and give pupils more chances to shine. Leaders check the impact of every strategy and keep improving. Each decision reflects the belief that every child deserves the best opportunities and experiences.

Leadership and governance

Strong standard ●

Leaders understand what is working well and what needs to get better. When something needs to change, they act quickly and make sure it works properly. They check things carefully and use well-developed plans. Trustees make sure the school's goals are met and maintained over time. Leaders make smart choices so the school improves rapidly and pupils do well in lessons.

Trustees meet all their duties extremely well and ask helpful questions to check leaders' work. They make sure that resources are planned wisely and used in the best way. This includes refining how the local board supports this work so everyone is clear on what they should do. Trustees, local board members and leaders make decisions that put pupils first, especially those who need extra help. Leaders keep a close eye on pupils who find learning harder and give support quickly.

Staff training is thorough. Every adult gets regular chances to learn and improve their skills. Teachers have weekly training, coaching and professional courses to help them teach well. New teachers and trainees get extra help and guidance. Leaders also care about staff wellbeing. Staff feel respected and supported. They can ask for help when they need it. Workload is managed well and shared fairly. The school has a friendly, open culture where everyone works together. Parents and carers are full of praise for the school. In the last 2 years, determined leadership has made big improvements and added many strengths.

Staff help pupils grow in many ways. Pupils think about what they believe and learn to respect other people's views. They know what is right and wrong and talk clearly about fairness and equality. Pupils work well with others, share ideas and solve problems together. They join in school life with enthusiasm and show respect for fundamental British values such as democracy and tolerance. Pupils enjoy learning about different cultures and traditions. They take part in creative and artistic activities and love trips that make learning memorable.

The personal development programme is well planned for every age and is built on the school's 7 'wholehearted habits'. These habits shape assemblies and school activities, giving pupils time to reflect, belong and aim high. The curriculum gives pupils skills for the future and gets them ready for the next stage of learning and life. Pupils talk knowledgeably about diversity, equality and fairness. They help shape school life through their contributions and ideas. Clubs such as dance, yoga, sports and choir give every pupil a chance to shine. The '16 big Kenyngton Manor Primary School experiences', such as Shakespeare performances, workshops with artists, and adventure days, make learning unforgettable.

Mental health and wellbeing are a priority. Pupils can talk to trusted adults and get support from learning mentors and trained staff. Parents value this support highly. Pupils who may find school challenging at times get the right help to have a voice and a champion. Lessons about relationships and health meet government guidance and teach pupils how to stay safe online and offline. Pupils speak confidently about these topics and understand the risks. They respect others, value differences and feel proud of what they achieve. Pupils leave happy, confident and ready for life beyond school.

Expected standard ●

Achievement

Expected standard ●

Pupils progress well and often rapidly as they move through the school. In the early years, children learn key skills in phonics, handwriting and number, which helps them get ready for Year 1 and beyond. As they grow, pupils build more knowledge in reading, writing and mathematics because teaching follows a clear plan. Reading is a strength. Extra help means pupils read with confidence and use phonics well. Pupils remember knowledge confidently in other subjects too, such as history and geography.

Published outcomes now reflect secure achievement. Although outcomes for pupils have previously been low at the end of key stage 2, they rose significantly in 2025 to be in line with national averages. Results in phonics and the multiplication tables check remain above national averages. Pupils with special educational needs and/or disabilities and disadvantaged pupils do well, and gaps are closing. In some cases, disadvantaged pupils perform better than other disadvantaged pupils nationally. Leaders' plans and support make this happen. Pupils speak confidently and have the skills they need for future success.

Attendance and behaviour

Expected standard 

Leaders check attendance daily and act quickly if a child is absent. They use a transparent system where the school provides support first, followed by the local authority if needed. Leaders analyse patterns to identify days when attendance drops and review the school timetable to plan carefully. Previously, attendance was low, but it has risen significantly and is now above the national average. All groups attend well. Although disadvantaged pupils attend less often than others, their attendance is still higher than the national average for this group.

Leaders keep the school calm, safe and respectful. Staff teach and show the school's clear rules. Pupils follow these rules every day and staff celebrate pupils' positive behaviour. Staff know pupils well and care for them. They act quickly if there is a problem. Bullying is not allowed. If it happens, staff deal with it fast and fairly. Pupils say they feel safe and included. Most pupils work hard and stay focused in lessons. Staff help pupils with special educational needs and/or disabilities so they can join in and behave well.

Curriculum and teaching

Expected standard 

Leaders have a clear view of the quality of the curriculum and teaching. They have made rapid changes to improve the teaching of spelling. They have developed the expertise of teachers to demonstrate new ideas. This work is strengthening practice further. The curriculum is planned in an order that helps pupils successfully build their knowledge and skills step by step. In lessons, teachers usually check pupils' learning well to keep them focused and deepen understanding. However, this does not happen consistently.

In reading, writing and mathematics, leaders rightly focus on the basics. Phonics teaching is secure, and pupils who need extra help, including those learning English or new to the school, get support quickly. Teachers ensure that pupils learn new words and have opportunities to use them in their work. The focus on handwriting is paying off with greater consistency, but pupils still need even more practice. Opportunities to write in different subjects are increasing, but this is not yet fully in place across the school.

Teachers know pupils' needs well and refine tasks when appropriate. They know when to give extra help and check carefully on pupils with special educational needs and/or disabilities and those with other challenges. This support helps pupils take part fully.

Early years

Expected standard 

By the end of the Reception Year, children typically reach expectations in reading, writing and mathematics, preparing them for Year 1. Reading is a priority. Children start phonics straight away so they can read and write at the right level. Clear behaviour routines create a calm, focused setting.

The updated Nursery curriculum helps children progress well through the early years. It focuses on speaking and listening because many children start with lower than expected language skills. Adults talk with children to build vocabulary and understanding. Staff know

to take learning to the child, so there are regular chances to improve children's language and knowledge.

Provision for 2- and 3-year-olds is safe and well planned. Care routines protect children and help them to become independent. Pupils develop their physical skills through creative activities such as wall tracks for strength and coordination. Staff teach routines such as putting on coats and tidying up. Parents work closely with staff and support learning at home.

Leaders check the curriculum carefully. They recognise that adult-led activities and interactions do not always engage all the children who would benefit as leaders intend. As a result, some children are not as fully involved in learning as they could be.

What it's like to be a pupil at this school

Pupils at Kenyngton Manor are made to feel welcome, and that they matter. Staff help them to settle and get ready to learn. Pupils progress well because staff identify what each pupil needs. For those who do not speak English, pupils support new friends to learn the language. Leaders want the best for every pupil. This ensures that pupils achieve as well as others nationally.

Staff give extra help quickly when needed and remove barriers so that every child can succeed. This starts immediately in the early years. Pupils who find school hard have a trusted adult and receive extra support. Pupils with special educational needs and/or disabilities and those with other challenges join trips, clubs and special events, so no one misses out.

Pupils feel they belong because they take part in school life. They help make decisions as councillors, captains and leaders. They even choose the school uniform and plan events. Pupils and staff have warm, respectful relationships. This creates a calm, friendly atmosphere where everyone feels valued. Beyond lessons, pupils enjoy clubs such as dance, art, sports and construction. Everyone can find something they love.

Pupils thrive because behaviour is positive and respectful. The school is safe and welcoming. Staff deal with problems quickly and fairly. Lunchtimes are active and fun, with play equipment pupils enjoy. Pupils learn to think for themselves, work with others and live out the school's 'wholehearted habits' such as kindness, courage and respect. They take part in community projects, including supporting the local food bank and performing at the Armistice poetry recital. Every pupil has opportunities to shine through experiences, performances and leadership roles. By the time they leave, they are confident and well prepared for the next stage of learning and life, equipped with the skills and character to blossom.

Next steps

- Leaders should ensure that there is greater consistency in teaching across the school, for example by refining checks on pupils' learning and deepen their understanding.
 - Leaders should ensure that teaching fully maximises opportunities for pupils to write across the curriculum, promoting consistently high standards in writing outcomes.
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About this inspection

This school is part of The Howard Partnership Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Louise Lee, and overseen by a board of trustees, chaired by Ian Wilson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, other senior leaders, staff and pupils. This included executive leaders from the trust. The lead inspector met with two trustees and one local board member.

The inspectors confirmed the following information about the school:

The school's nursery provision is organised into two classes: one for 2-year-old children and one for 3-year-old children.

The school's wraparound care is managed by an external provider with a separate Ofsted registration.

The school is not currently using any alternative provision.

Headteacher: Lee Herdman

Lead inspector:

James Broadbridge, His Majesty's Inspector

Team inspectors:


Sue Keeling, His Majesty's Inspector

Ed Mather, His Majesty's Inspector

Stephen Long, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 25 November 2025

School and pupil context

Total pupils

446

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

502

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

39.67%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.91%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with Special Educational Needs (SEN) support

19.28%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and maths

The percentage of pupils meeting the expected standards in a combined reading, writing and maths measure.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	61%	Below
2024/25	63%	62%	Close to average
2023/24	38%	61%	Below
2022/23	44%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	74%	Below
2024/25	76%	75%	Close to average
2023/24	60%	74%	Below
2022/23	53%	73%	Below

Pupils reaching the expected standard in teacher assessed writing

The percentage of pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	72%	Below
2024/25	73%	72%	Close to average
2023/24	58%	72%	Below
2022/23	58%	71%	Below

Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	73%	Below
2024/25	71%	74%	Close to average
2023/24	48%	73%	Below
2022/23	51%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths.

Year	This school	National average	Compared with national average
Latest 3 year average	32%	46%	Below
2024/25	44%	47%	Close to average
2023/24	22%	46%	Below
2022/23	28%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	62%	Below

Year	This school	National average	Compared with national average
2024/25	67%	63%	Close to average
2023/24	43%	62%	Below
2022/23	38%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	46%	59%	Below
2024/25	56%	59%	Close to average
2023/24	39%	58%	Below
2022/23	41%	58%	Below

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	39%	60%	Below
2024/25	52%	61%	Close to average
2023/24	30%	59%	Below
2022/23	34%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	32%	68%	-36 pp
2024/25	44%	69%	-25 pp
2023/24	22%	67%	-46 pp
2022/23	28%	66%	-39 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	49%	80%	-30 pp
2024/25	67%	81%	-14 pp
2023/24	43%	80%	-36 pp
2022/23	38%	78%	-40 pp

Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	46%	78%	-32 pp
2024/25	56%	78%	-23 pp
2023/24	39%	78%	-39 pp
2022/23	41%	77%	-36 pp

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	39%	80%	-40 pp
2024/25	52%	81%	-29 pp
2023/24	30%	79%	-49 pp
2022/23	34%	79%	-45 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	6.3%	5.1%	Above
2023/24	6.5%	5.5%	Above
2022/23	7.4%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	20.2%	14.3%	Above
2023/24	20.1%	14.6%	Above
2022/23	26.7%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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