

Inspection of Kingsmead Primary School

Kingsmead Way, London E9 5PP

Inspection dates: 22 and 23 November 2023

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

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since November 2011.

What is it like to attend this school?

This is a school where everyone is treated fairly and equally. Pupils' best interests are at the heart of all the school's work. Pupils are enthusiastic about all aspects of school life and show a keen interest in their learning. From the moment pupils join the school, they work hard and rise to the high expectations set by staff. Children in the early years get off to a great start in school and settle in quickly.

The sense of community is well established here. Staff know pupils and their families well. Staff are rightly proud of the strong professional relationships that they have with parents and carers. Pupils, staff and parents are very positive about the school. They typically spoke about feeling part of a school 'family'. Pupils are safe and well looked after.

The school organises well-planned experiences to enhance pupils' learning. These include outings to various museums and places of interest. For example, pupils learn about the Iron Age through a visit to Epping Forest.

Pupils are exceptionally well behaved and show kindness and respect for their fellow pupils and school staff. Staff help pupils to understand the importance of concepts such as compassion and responsibility. All this helps the school to be a happy and caring place to be.

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

Leaders, including governors, have maintained the school's excellent quality of education since the previous inspection. The governing body holds school leaders to account to ensure that all aspects of the school's work are of a consistently high standard. Staff are very well supported in their roles and share the same high expectations as leaders.

The curriculum is carefully planned and sets out clearly what pupils need to be taught and in what order. This starts in the early years, where children learn the key knowledge and skills they need for learning in Year 1 and beyond. In geography, for example, younger pupils develop their knowledge and skills by exploring and mapping their local area. By the time pupils are in Year 6, they understand the use of coordinates for mapping and navigation.

The school has thought carefully about how the curriculum meets pupils' needs and reflects pupils' differences. Staff are quick to identify the needs of pupils with special educational needs and/or difficulties (SEND) and work closely with outside agencies to provide specialist support. Teachers are skilled at adapting teaching for individual pupils' needs. For example, they use technology effectively, to record and capture pupils' learning and achievements.

Staff are well supported, including through training, to develop their subject expertise and teaching skills. Teachers ensure that pupils understand what they

have learned before moving on to new content. They support pupils to retain important information, such as through carefully planned revision exercises. Pupils build up secure knowledge and skills across the curriculum and achieve highly.

The school prioritises reading and staff teach reading consistently well. In phonics, staff make regular checks on the sounds pupils know and ensure that the books pupils read are closely matched to their phonics knowledge. Pupils have frequent opportunities to practise and apply what they have been taught in their reading and spelling. Pupils who fall behind in reading benefit from effective support to catch up quickly. The school promotes a love of reading, such as through the range of thought-provoking books that staff read to pupils.

In and around the school, pupils' behaviour is exemplary. Pupils attend regularly. This is treated as an important priority for the school. Where there are attendance concerns, staff do everything they can to help pupils get to school.

The school provides many engaging activities to spark pupils' interests and nurture their talents. These include ice skating, learning to play the steel pans and participating in sporting events. The school uses its community links to create opportunities for pupils' wider development. For example, pupils work with a local food organisation where they focus on the importance of cooking and healthy eating. Pupils are taught to appreciate the arts and culture. Children in Reception, for example, have created artwork based on works of the artist Kandinsky.

Pupils have opportunities to develop their leadership skills. They take on roles such as 'subject ambassadors', road safety officers and school councillors. The school has developed high-quality pastoral support. For example, pupils can meet with the school counsellor to discuss any personal worries or concerns they have. The school encourages pupils to stay safe, including the potential dangers they could face when online.

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 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	100250
Local authority	Hackney
Inspection number	10289771
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	The governing body
Chair of governing body	Gillian Brady
Headteacher	Louise Nichols (executive headteacher) Evelyn Deeney (headteacher)
Website	www.kingsmead.hackney.sch.uk
Dates of previous inspection	9 and 10 November 2011, under section 5 of the Education Act 2005

Information about this school

- The school is part of the LEAP federation with two other primary schools. All three schools in the federation share the same executive headteacher.
- The school does not make use of alternative providers.

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 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.
- During the inspection, inspectors met with the executive headteacher, headteacher and other school leaders. Inspectors met with members of the

governing body, including the chair of governors, and had a discussion with a representative of the local authority.

- Inspectors carried out deep dives in these subjects: reading, art and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- 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 spoke to some parents at the start of the school day and considered responses to the online survey for parents, Ofsted Parent View.
- Inspectors spoke to groups of staff and considered responses to Ofsted's online staff survey.
- Inspectors met with groups of pupils and observed pupils' behaviour in the playground and at lunchtime.
- Inspectors reviewed school documentation, such as governing body minutes and records of visits, the school's own evaluation of its work and priorities for improvement.

Inspection team

Rebekah Iiyambo, lead inspector	Ofsted Inspector
Dawn Titus	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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