

# Keir Hardie Primary School

## Inspection report

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<b>Unique Reference Number</b>	102725
<b>Local Authority</b>	Newham
<b>Inspection number</b>	335955
<b>Inspection dates</b>	10–11 February 2010
<b>Reporting inspector</b>	Peter Sudworth

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	313
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Milly Camley
<b>Headteacher</b>	Ms Marion Rosen
<b>Date of previous school inspection</b>	7 November 2007
<b>School address</b>	Edwin Street Canning Town London E16 1PZ
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors spent two fifths of their time in classrooms; 18 lessons were observed and 12 teachers seen. The inspectors held meetings with the Chair and Vice-Chair of the Governing Body, the headteacher, the Early Years Foundation Stage leader, senior staff and various staff with specific responsibilities, including core subject leaders and those responsible for specific aspects of care. A formal discussion also took place with a representative group of pupils. Inspectors looked at a range of documentation, for example that relating to safeguarding, curriculum organisation and information to track pupils' progress. They also looked at samples of pupils' work. Questionnaire responses from staff, pupils, and 47 parents were analysed.

The inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- the reasons for boys' progress being slower than that of the girls and the actions taken to improve the situation
- evidence for improvements in pupils' attainment in reading, writing and science
- the school's success in raising the attainment of pupils from a White British background and the more able pupils.

## Information about the school

The school is larger than average. Numbers had been falling due to redevelopment in the area but this was reversed in January by the setting up of an extra Reception class at the request of the local authority and drawing pupils from wider afield. There are 10 classes, including the Early Years Foundation Stage, of which five are mixed age. The proportions of pupils entitled to free school meals, from ethnic minorities and whose first language is other than English are much higher than usually found. The vast majority of these pupils understand English well after their time in the Early Years Foundation Stage. The largest ethnic minority group is Black or Black British African. The proportion of pupils who have special educational needs, mainly for learning difficulties, is about the national average. Children attend the Nursery part-time (mornings) after their third birthday. The headteacher has been on contract to the school since 2007 to help the school out of previous difficulties. The governing body manages its own breakfast club.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Keir Hardie Primary School provides a satisfactory education for its pupils. There is a clear drive forward inspired by the enthusiastic and incisive leadership of its headteacher. She has high aspirations for the pupils and for the school's future. These are clearly conveyed to staff, resulting in continuing improvements. She is supported effectively by the governing body. Her determination that every pupil really matters is seen in improving teaching, a lively curriculum and a stunning environment that values what pupils do, supports their learning and encourages life-long values.

Pupils enjoy school and demonstrate positive attitudes to learning. They are soundly prepared for the next stage of their education. Outstanding care and guidance for the pupils enables them to feel extremely secure and safe in school. Pupils get along very well together and there is much mutual respect across different cultures. A pupil writes, 'Many people think that we're JUST that school but we are a combined rainbow.' Pupils contribute to the school community effectively and engage in local matters and events well. They have a good appreciation of environmental matters and healthy lifestyles and are keen to exercise and eat healthily.

There is a clear commitment to improve rates of progress and levels of attainment further in the key subjects of mathematics, English and science, especially for boys and White British pupils. These groups have in the past not done as well as they should compared to others, but that gap is now closing. Relative weaknesses in writing and reading are being tackled strategically. Although improvements have been seen in writing, improvement in reading is not yet widely apparent, except at the top end of the school. In the main, pupils achieve satisfactorily.

Assessment has been improving, but there is still insufficient accuracy in its use to make sure that the work pupils are given consistently builds on previous learning. Pupils who find learning easier are insufficiently challenged and so not enough pupils have been reaching the higher levels, especially by Year 6. Marking is inconsistent in its helpfulness to pupils and so they do not always know clearly how they can improve. The tracking of pupils' progress and the follow-up actions based on this are not yet successful enough in accelerating the progress of different groups of pupils. Staff sometimes do not get to the heart of pupils' understanding well enough to help them when pupils do not fully comprehend their work.

The school demonstrates a satisfactory capacity to improve further. There are clear signs of continuing improvement, but recent developments have not had a chance to be fully effective nor to have a consistent impact on results. The staff is committed and hard working and is dedicated to improve the school even further through well-devised

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subject action plans.

## What does the school need to do to improve further?

- Raise attainment further in English, mathematics and science and ensure that boys and White British pupils make better progress by:
  - seeing through the existing subject action plans
  - tracking the progress of these identified groups more rigorously
  - taking robust action based on tracking analysis to increase rates of progress
  - analysing individual pupils' thinking processes with them so misconceptions can be acted on speedily.
- Increase the proportion of pupils who reach the higher levels by:
  - planning for different pupils' needs in their learning more precisely
  - building on pupils' previous understanding more accurately
  - challenging pupils more effectively in the tasks that they are given.
- Obtain a greater consistency in the approaches to pupil target setting and marking so that pupils have a greater awareness of how they can improve.

## Outcomes for individuals and groups of pupils

**3**

Pupils make satisfactory progress in attaining broadly average standards by Year 6. Attainment has generally been rising in the last three years, but staffing difficulties in Year 6 in the last academic year affected progress rates adversely. There are signs of better progress as a result of the good and stable teaching arrangements for the present Year 6 pupils and smaller teaching groups. Science has been a weaker aspect of attainment. An increased focus on investigative activities is leading to improvements in this subject. Girls generally make better progress than the boys, although they are not as confident in mathematics as they are in English. In the past, boys and pupils from a White British background have not always made as much progress as they should. The most recent school data show a narrowing in the difference in progress between boys and girls, but there is further to go. Pupils in Key Stage 1 make steady progress by the end of Year 2, although overall attainment is below the national average. Reading is the area where pupils most need to catch up. Regular reading sessions for these pupils and a greater attention to teaching letter sounds are beginning to show positive benefits. This follows a successful focus on writing which helped results at Year 2 to be above the national average at the higher level in 2009. Pupils' skills in art are above expectations and this is a real strength.

Pupils behave well, show positive attitudes to learning and enjoy school. Pupils say, 'School is like one big family.' This aptly reflects their very good level of respect for one another's cultures and beliefs. They find lessons are now much more interesting. Attendance is around the national average. Pupils feel very safe in school because of site security and the agreed rights and responsibilities which have a positive impact on

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how pupils conduct themselves. They also have a very good appreciation of keeping themselves safe. Pupils practise healthy lifestyles well, engage actively in different sporting opportunities and have begun to grow their own vegetables in the school allotment. They show a good awareness of green issues, such as recycling and composting. Pupils contribute well to their own school community through undertaking various roles and the work of the school council. They are raising money to buy a school cycle shelter. A group of pupils promotes Fairtrade goods and visited a local shop to persuade it to stock more of them. The breakfast club contributes successfully to pupils' social development.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers often present their lessons well and use modern technology effectively to present information visually. Good management of the pupils results in a calm and purposeful atmosphere. Teachers create stimulating whole-school and classroom environments which support learning well. Lessons are carefully planned, but insufficient attention is paid to meeting pupils' different needs, particularly in stretching able pupils.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Some teachers explain clearly what pupils need to do to complete tasks successfully in lessons, but this is not yet consistent across the school. Teachers make good use of opportunities for pupils to discuss in pairs to think about particular ideas and this also helps the pupils' speaking and listening skills. Marking is satisfactory. It is mostly up to date, although there are missed opportunities to comment on pupils' work to help them improve further, for example in improving spelling and grammar.

The curriculum is vibrant and well conceived with imaginative links between subjects. It is carefully considered for the mixed-age classes to prevent repetition. In a Year 4/5 lesson, pupils wrote creatively about the journey of a raindrop based on the water cycle from geography lessons. One child began, 'I felt scared as I jumped from the cloud.' Art is a particular strength with pupils studying and using the techniques of different artists and different media to create work of high quality. Pupils develop physical skills and wider interests further through a variety of extra-curricular activities, including homework clubs. Personal, social and health education lessons make a good contribution to respect for self and others and life-long values. Visits to different places of interest and to the world of work give pupils a mature understanding of the business world. Visitors, such as theatre groups, and special weeks, for example mathematics week, add variety to usual routines and stimulate the pupils' interests well.

The school forges very strong links with parents, beginning with the much-valued home visits and effective induction arrangements before the children begin school. The staff take excellent care of the pupils, including at the breakfast club. The colourful environment clearly demonstrates how much the pupils' efforts are valued, and supports all pupils' self-esteem and self-worth extremely well. Health and safety matters are very well considered. The school follows up the few unexplained absences speedily and has very good links with outside professional agencies which support the progress of pupils who may be vulnerable. These pupils are particularly well provided for and their records are very well maintained. Child protection arrangements are very thorough and very effective. Staff have up-to-date training. There are regular weekly meetings about individual pupils who may be of concern and this helps to ensure that every child really does matter. They also help in the planning of intervention procedures for those pupils who are not doing as well as they could. Because of the excellent example of the school's care for them, children are very caring towards each other. The learning mentor and family worker make an excellent contribution to supporting pupils and their families by emphasising the importance of education within the local community and regular attendance.

*These are the grades for the quality of provision*

<p><b>The quality of teaching</b></p>	<p><b>3</b></p>
<p>Taking into account: The use of assessment to support learning</p>	<p>3</p>
<p><b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b></p>	<p><b>2</b></p>

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<b>The effectiveness of care, guidance and support</b>	<b>1</b>
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## How effective are leadership and management?

The governing body has a wide range of skills, is well led and meets its statutory requirements. It plays a full part in the school's strategic development. The breakfast club is well managed. The governing body has good systems to monitor the school. Consequently it has an accurate understanding of the school's strengths and its areas for further development. It has improved its understanding of community cohesion matters and now has a clear vision for its future development. All pupils have a part to play in the school community and very good links with the local community encompass different cultures and business sectors very well. The well-constructed school development plan is clearly focused on raising attainment and provision further.

School self-evaluation is satisfactory. Systematic monitoring by staff has noticeably improved and a range of strategies is used to evaluate the quality of teaching and learning. Nevertheless, despite the continuing improvements, the school's own judgements of its performance are in some aspects too generous given its current state of development. There is a clear drive to improve and embed ambition with a recognition that there still needs to be greater consistency in its work, such as in the accuracy and use of assessment. The impact of recent improvements has yet to be seen fully in pupil outcomes.

Good procedures and links with outside bodies help to safeguard pupils and promote their well-being very effectively. Policies which concern safeguarding matters are most thorough. Positive links with parents support pupils' general welfare and educational and social development particularly well. The provision for equal opportunities is satisfactory. The school deals with each pupil and family fairly and arrangements to prevent discrimination are always to the forefront. Nevertheless, not enough is yet done to ensure each pupil is attaining to their optimum, for example the inconsistencies in providing for more able pupils in lessons.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>



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<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Attainment on entry is very low because a significant number of the children have little English when they first start in the Nursery. Effective teaching helps the children make good progress in the Early Years Foundation Stage. The staff provide a good learning environment and lots of opportunities for the children to explore in their learning. In one class, the children were absorbed as they observed the effects after trickling food colouring or putting salt onto differently sized blocks of ice. Pupils have good opportunities to make choices and effective use is made of the outside as an extension to the classroom. The staff engage well with the pupils in their activities to develop their speaking skills and understanding of English and the children make very good progress in this aspect and also in their social development. They show very good levels of independence and attitudes to learning. Nevertheless, their skills in communication, language and literacy and mathematical development are still below expectations for the end of the Reception year. Their physical and creative development is good and children make good progress in their knowledge and understanding of the world from the well-prepared variety of activities which the children really enjoy. Staff make good use of assessments as the children work to plot their progress, but could use these even more effectively to speed up the progress of able pupils and provide more challenge in their activities.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Only one sixth of the parents responded to the questionnaire. Of these, the vast majority of responses were positive. Parents are generally very happy with the provision that the school makes for their children. The majority of the small number of negative responses refers to the management of behaviour. Inspectors examined this and cannot confirm this minority view. Records of unacceptable behaviour are kept and also of the

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action taken. The measures taken are appropriate and fit the misdemeanours. Inspectors found behaviour to be good.

The school has regular meetings with parents to discuss their children's progress and has arranged meetings to help parents assist their children at home. The school is effectively led and managed and this has resulted in the continuing improvements.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Keir Hardie Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 313 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	64	15	32	1	2	1	2
The school keeps my child safe	19	40	23	57	1	2	0	0
The school informs me about my child's progress	20	43	24	51	1	2	0	0
My child is making enough progress at this school	17	36	27	57	1	2	1	2
The teaching is good at this school	19	40	25	53	2	4	1	2
The school helps me to support my child's learning	19	40	24	51	3	6	1	2
The school helps my child to have a healthy lifestyle	17	36	26	55	1	2	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	32	26	55	3	6	2	4
The school meets my child's particular needs	11	23	32	68	1	2	1	2
The school deals effectively with unacceptable behaviour	18	38	21	45	5	11	1	2
The school takes account of my suggestions and concerns	8	17	32	68	1	2	2	4
The school is led and managed effectively	14	30	27	57	2	4	1	2
Overall, I am happy with my child's experience at this school	20	43	22	47	2	4	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 February 2010

Dear Pupils

Inspection of Keir Hardie Primary School, London E16 1PZ

Thank you for your warm welcome when we visited your school, for sharing your work with us and for talking to us about what you do. You very clearly enjoy school and get along well together, showing lots of respect to one another and to your teachers. The teachers take excellent care of you and I know that you really appreciate this. They provide a very exciting environment for you to work in and lots of interesting activities. You make satisfactory progress in your learning and reach a standard about that expected for your age by Year 6. In the past, some groups of pupils did better than others. For example girls did better than boys, but boys are now beginning to catch up! We have judged that the school provides a satisfactory education for you and is continuing to improve. It has made good improvement in the past two years in the quality of the lessons and in the learning opportunities you have. We were very impressed with your artwork. It was much better than we normally see.

We have made three suggestions for the school to consider in improving your education further.

- Increase the rate of your progress and your attainment in English, mathematics and science especially for boys and also for pupils from a White British background.
- Make sure that more of you who find work easier reach the higher levels in your studies in English, mathematics and science.
- Help you to know how you can improve your work and what you need to aim for to do better in the future.

Thank you once again for all your help. We wish you well for the future. Continue to aim high with your ambitions. You can get there with hard work.

Yours sincerely

Peter Sudworth

Lead inspector

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