

Kensington Primary School

Address: Kensington Avenue, Manor Park, London, E12 6NN

Unique reference number (URN): 144141

Inspection report: 3 February 2026

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 ●

Attendance and behaviour

Strong standard ●

Leaders have worked relentlessly to secure high attendance across the school. They understand the importance of high attendance in supporting pupils to learn and keeping them safe. Overall attendance for all pupils is increasing as a result of leaders' actions. They engage positively with parents and carers and the wider local community that they serve to overcome any barriers to high attendance. They make sure that pupils and their families understand why it is so important to attend school each day. Leaders create an environment in which pupils want to immerse themselves in and enjoy their learning.

Pupils' behaviour in lessons and around the school is impressive. They have very positive attitudes to learning. The school is a safe and friendly environment where pupils work together to support each other in their learning. Pupils understand the high expectations for their behaviour. Staff establish clear routines, which pupils follow extremely well. The consistent way that staff support pupils with their behaviour permeates the whole school. Pupils are confident to talk to staff about their worries. They know that staff will deal with any poor behaviour quickly and effectively. Bullying and any type of discrimination are rare and are not tolerated. When pupils need more help to manage their emotions and behaviour, staff provide swift and highly effective support.

Early years

Strong standard ●

Leaders have designed and implemented an early years curriculum that meets children's developmental needs very well. Caring, skilled staff make precise adaptations to their teaching so that disadvantaged children and children with special educational needs and/or disabilities are incredibly well supported to learn. Staff emphasise high-quality conversations and make the most of their interactions with children. They ensure that all children, including those who speak English as an additional language, have plentiful opportunities to practise and develop their speech, language and communication skills. Reading is at the heart of all learning. Children develop their phonics knowledge well and establish the skills they need for early reading and writing.

Provision for children's personal, social and emotional development is a particular strength. Staff carefully tailor support to help children manage their feelings and behaviour and articulate their emotions. Children's wellbeing is a high priority and central to the curriculum, helping children to feel safe and nurtured.

Children join the early years at different times during the school year. Leaders work very effectively with parents and carers to identify children's different starting points and any barriers to learning. They make highly effective adjustments to classroom activities, including extra teaching and support as needed. These help children achieve well and make highly positive progress from their starting points across the different areas of learning. Children are very well prepared for Year 1.

Inclusion

Strong standard 

Leaders have developed a school environment and fostered an ethos that are highly inclusive and supportive for all. Staff quickly identify any barriers pupils have when they join the school. Pupils receive very effective support and provision. This is extremely successful in helping pupils to learn and master the curriculum. Pupils with special educational needs and/or disabilities make positive progress from their starting points. Leaders use and review additional funding effectively to ensure that disadvantaged pupils achieve well and benefit fully from all aspects of school life.

Leaders have designed a curriculum that is inclusive and supports all to be ready for the next stages of learning. Careful consideration has been given to overcoming barriers or difficulties that each pupil may experience in their learning and development, both in the short term and over time. This includes the many pupils who join the school midway through the year, some of whom are new to the country and often speak English as an additional language. These pupils benefit from skilled support to quickly develop their communication skills. Staff receive the right training to support the school's inclusive approach. Leaders review and check the impact of support and interventions to ensure they have the intended positive impact on pupils. This ensures that leaders update and amend strategies for support as pupils' needs evolve, with effective partnerships with families and external specialists enhancing the school's approach.

Personal development and wellbeing

Strong standard 

Personal development is at the core of everything that happens. Leaders have identified precisely the knowledge, skills and experiences that pupils should encounter or develop to be successful in modern Britain. They use well-established tracking systems to ensure that all pupils get the experiences they need and build knowledge in a secure and deep manner. Staff know the pupils very well. They are proactive in highlighting and providing any additional activities that would further benefit pupils' personal development and wellbeing. The specific needs of pupils with special educational needs and/or disabilities and disadvantaged pupils are considered carefully. Leaders ensure that these pupils have equal access to the school's high-quality enrichment opportunities.

Pupils learn and secure a depth of knowledge about different religions and cultures. They celebrate their own differences. Leaders' work to support pupils' emotional and physical health is a strength. For example, pupils learn the science behind how to manage their emotions as well as ways of eating healthily and exercising regularly, including how they might use these approaches in their daily lives. Pupils develop an extensive understanding of the topics taught through the personal, social and health education curriculum. This teaches them how to keep themselves safe in both the real and virtual worlds. Pupils also benefit from suitable, age-appropriate relationships and sex education and health education. They have a very secure understanding and appreciation of fundamental British values, including by participating in school council elections and the pupil parliament.

Pupils develop leadership skills through various roles, such as playtime leaders and emotional health leaders. They learn how to work together and support one another, including, for example, through sporting fixtures. Pupils develop their independence through residential trips and extra-curricular activities. There are regular performances at the school,

which help pupils to learn how to present to an audience. Every day at school, pupils are learning and demonstrating how to support themselves and their peers. Pupils are very well prepared to be successful in the next stage of their education.

Expected standard

Achievement

Expected standard 

Pupils are prepared well overall for the next stage of their education. Leaders maintain purposeful links with local secondary schools. They use these links to support positive transitions and ensure that pupils have the knowledge they need to be ready for learning at secondary school.

In national curriculum assessments, pupils' achievement is close to national averages. In some areas, such as the multiplication tables check, there has been clear and rapid improvement in the results that pupils achieve over time. Disadvantaged pupils also achieve well. They perform better than their disadvantaged peers nationally due to the focused and well-planned support that staff provide.

Current pupils progress well through the curriculum. Pupils with special educational needs and/or disabilities make positive progress from their individual starting points. Typically, pupils build and develop the important knowledge and skills they need, including in reading, writing and mathematics.

Curriculum and teaching

Expected standard 

Leaders have purposefully designed a curriculum to support the needs of their community. They have identified the precise knowledge and skills that pupils need to be successful in each subject as well as in their future lives. Staff receive appropriate training that generally supports them to deliver the intended curriculum skilfully.

The curriculum is broad and balanced, and pupils typically build their knowledge and skills securely. For the majority of the time, pupils learn well and teachers use effective methods to check pupils' understanding. They make careful adaptations to learning to fill any gaps in pupils' knowledge. However, in a minority of subjects, the way that learning is sequenced does not best support pupils to build on their prior knowledge. This leads to teaching which, at times, is not precisely focused on developing pupils' learning progressively.

Pupils develop important knowledge in reading, writing and mathematics. This includes benefiting from the curriculum and teaching that they need to quickly learn to read well. The school's phonics programme is planned and implemented effectively. This is, in part, due to the importance that leaders have placed on English and mathematics in the curriculum. Through careful adjustments to teaching, pupils with special educational needs and/or disabilities and those who are disadvantaged are supported to learn the curriculum well.

Leaders understand the context of the school and have built an effective leadership structure that promotes sustained improvement. The trust provides effective support, challenge and oversight and is actively involved in school life. Trustees and governors understand and meet their statutory duties appropriately. Leaders have shared their vision and aspiration for pupils with staff effectively. This is rooted in high expectations, positive inclusion and a precise focus on pupils' wellbeing. All of these aspirations are reflected consistently in day-to-day practice across the school.

Leaders are reflective. They ensure that improvement priorities are based on evidence, informed by high-quality research and consideration of staff workload. Staff appreciate the support that leaders provide for their wellbeing and professional development. This includes being able to take part in appropriate national professional qualifications. Leaders and staff use their learning from any professional development to inform and enhance school improvement. Teachers at an early stage of their career thrive in their roles due to a well-structured induction programme, delivered both through the school and the trust.

Leaders have suitable processes for checking the quality and consistency of the school's performance, including curriculum and teaching. They make necessary adaptations where appropriate to ensure that everything is working in the best interests of pupils. Leaders at all levels also make sure that the school is doing its best for pupils with special educational needs and/or disabilities, disadvantaged pupils and the community that the school serves.

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

This is a highly inclusive school where pupils enjoy learning and receive very positive support for their personal development and wellbeing. They appreciate that leaders have designed a curriculum to meet pupils' individual needs. This helps to motivate them and encourages them to engage with learning joyfully each day. Pupils understand the systems in place that help them come to school regularly, and they attend well.

Pupils demonstrate very positive attitudes towards learning. They are eager to master the whole curriculum and generally achieve well. By the time pupils leave, they are well prepared for life at secondary school. They develop resilience, which fosters their confidence in learning new things. Pupils with special educational needs and/or disabilities and disadvantaged pupils are incredibly well supported. Their needs are quickly identified, and individualised support allows them to also achieve well. Pupils with barriers to their learning receive the help and care that they need to take a full and active part in school life.

Pupils feel safe. They have trusted adults with whom they can share any concerns. Bullying is rare, and leaders deal swiftly and appropriately with any incidents that occur. Children in the early years make a highly positive start. They benefit from high-quality teaching and care that equips them very well for later learning.

Pupils of all ages take part in the whole range of experiences offered. These include mini marathons and residential trips, for example. The school is a warm community where

positive relationships flourish between pupils and staff and between the school and the wider local community. Pupils delight in their parents and carers joining them in 'Workout Wednesday', when morning exercise supports everyone to be ready for a successful day. Pupils understand and embrace fundamental British values and celebrate cultures that are different from their own. By the time they leave, pupils are very well prepared for life in modern Britain.

Next steps

- Leaders should continue to strengthen the way learning is sequenced and taught in all subjects, including providing teachers with professional learning to enhance how they implement the curriculum and support pupils to consistently achieve their best.
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About this inspection

This school is part of The Tapscott Learning 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), Paul Harris, and overseen by a board of trustees, chaired by Paula Jeffers.

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.

Inspectors spoke with the executive headteacher, the head of school, the CEO, the chair of the trust and the chair of the local governing body during the inspection.

The inspectors confirmed the following information about the school:

The school does not currently use alternative provision.

The school has undergone a significant change since the last inspection. A new chair of trust has been appointed. The previous headteacher is now the executive headteacher.

Executive headteacher: Ben Levinson OBE

Lead inspector:

Luke Stubbles, His Majesty's Inspector

Team inspectors:

Amanda Ruthven, Ofsted Inspector

Barry Blakelock, Ofsted Inspector

Kate Fallan, His Majesty's 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 3 February 2026

School and pupil context

Total pupils

636

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

630

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)

30.20%

Close to 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

2.83%

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

11.79%

Close to 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 mathematics

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

Year	This school	National average	Compared with national average
Latest 3 year average	59%	61%	Close to average
2024/25 (revised)	59%	62%	Close to average
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	53%	60%	Close to average

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	75%	74%	Close to average
2024/25 (revised)	71%	75%	Close to average
2023/24 (final)	87%	74%	Above
2022/23 (final)	67%	73%	Close to average

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	76%	72%	Close to average
2024/25 (revised)	73%	72%	Close to average
2023/24 (final)	81%	72%	Above
2022/23 (final)	75%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	73%	Close to average
2024/25 (revised)	77%	74%	Close to average
2023/24 (final)	79%	73%	Close to average
2022/23 (final)	76%	73%	Close to average

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 mathematics

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

Year	This school	National average	Compared with national average
Latest 3 year average	59%	46%	Above
2024/25 (revised)	63%	47%	Above
2023/24 (final)	71%	46%	Above
2022/23 (final)	43%	44%	Close to average

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	70%	62%	Above
2024/25 (revised)	66%	63%	Close to average
2023/24 (final)	86%	62%	Above
2022/23 (final)	61%	60%	Close to average

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	74%	59%	Above
2024/25 (revised)	72%	59%	Above
2023/24 (final)	86%	58%	Above
2022/23 (final)	64%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

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

Year	This school	National average	Compared with national average
Latest 3 year average	80%	60%	Above
2024/25 (revised)	88%	61%	Above
2023/24 (final)	86%	59%	Above
2022/23 (final)	64%	59%	Close to average

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 mathematics

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	68%	-9 pp
2024/25 (revised)	63%	69%	-7 pp
2023/24 (final)	71%	67%	4 pp
2022/23 (final)	43%	66%	-23 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	70%	80%	-9 pp
2024/25 (revised)	66%	81%	-15 pp
2023/24 (final)	86%	80%	6 pp
2022/23 (final)	61%	78%	-18 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	74%	78%	-4 pp
2024/25 (revised)	72%	78%	-6 pp
2023/24 (final)	86%	78%	8 pp
2022/23 (final)	64%	77%	-13 pp

Disadvantaged pupils reaching the expected standard in mathematics

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	80%	80%	0 pp
2024/25 (revised)	88%	81%	7 pp
2023/24 (final)	86%	79%	6 pp
2022/23 (final)	64%	79%	-15 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 (2 term)	5.2%	5.2%	Close to average
2023/24 (3 term)	5.0%	5.5%	Close to average
2022/23 (3 term)	6.9%	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 (2 term)	15.6%	13.3%	Close to average
2023/24 (3 term)	13.9%	14.6%	Close to average
2022/23 (3 term)	22.4%	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 standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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