

Kobi Nazrul Primary School

Inspection report

Unique Reference Number	100940
Local Authority	Tower Hamlets
Inspection number	363642
Inspection dates	23–24 June 2011
Reporting inspector	Calvin Pike

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	Mohamed Abdul Kuddus
Headteacher	Wendy Hick
Date of previous school inspection	23 June 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons and nine teachers. Meetings were held with the headteacher, the deputy headteacher, other staff with leadership and management responsibilities, pupils and members of the governing body. Inspectors observed the school's work and looked at a range of documentation, including the school improvement plan, the school's self-evaluation documents, records of pupils' progress and safeguarding procedures. In total 131 parents' and carers' questionnaires were analysed along with staff and pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The consistency and quality of teaching in improving learning.
- How well standards and achievement are improving across the school.
- The impact of developments in the curriculum and in assessing pupils' progress on standards.
- The effectiveness of middle managers and leaders at all levels in bringing about sustained improvement. The effectiveness of middle managers and leaders at all levels in bringing about sustained improvement.

Information about the school

Kobi Nazrul is an average-sized primary school. The majority of pupils are from the Bangladeshi community. The proportion of pupils known to be eligible for free school meals is more than twice that found nationally. Almost all pupils speak English as an additional language, more than five times the average nationally. The proportion of pupils with special educational needs and/or disabilities is in line with the average. Their needs relate mainly to speech, language and communication difficulties. Provision is made for the Early Years Foundation Stage in a Nursery and a Reception class. The school runs a breakfast club for children every morning. The school has gained the Basic Skills Quality Mark, Investors in People, Healthy Schools status and the Activemark award.

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?

2

The school's capacity for sustained improvement

2

Main findings

Kobi Nazrul is a good school. It has a number of outstanding features. All staff are committed to meeting both the personal and academic needs of all pupils. This enables pupils to develop well. Consequently, pupils are happy, enthusiastic, interested in the experiences offered by school and confident. This is demonstrated in their higher than average attendance rates. In questionnaire responses, many pupils and parents agreed with the sentiment expressed by one pupil who said, 'I really enjoy learning because it is so much fun here.'

Pupils make good progress from their below average starting points, building on excellent nursery and reception experiences. By the time they leave school, attainment is average because most pupils achieve well. Pupils with special educational needs and/or disabilities also make good progress as their needs are identified early, the support provided is very effective and their progress is carefully checked. The quality of teaching is good; where it is outstanding pupils make very good progress. Most lessons are well organised and engage pupils effectively as learning involves them actively and is linked closely to their individual interests. There are excellent relationships between teachers, teaching assistants and pupils. This helps underpin shared planning by teachers and assistants and good support for pupils, especially in the Early Years Foundation Stage. In some lessons, objectives are not always fully explained for pupils to know exactly what they are to learn, or there are insufficient opportunities to assess learning because some tasks are too narrow to enable them to gain through investigative or creative work. Although teachers use praise well to motivate pupils effectively, written feedback that helps pupils evaluate how well they are doing and how to set targets to improve is uncommon before Year 6.

The school's outstanding creative curriculum focuses on improving basic literacy and numeracy skills and encouraging independence and confidence from an early age. As they progress through the school it continues to provide a rich and exciting variety of experiences relevant to pupils' lives that enables them to adopt a more active approach to learning. This is enhanced through a wide range of well-attended clubs, activities and trips and the valuable contribution of many visitors to the school. Very good partnerships with parents and the wider community are effectively linked to curriculum developments. These encourage parents to be involved in the work of the school and their child's learning, such as the Year 3 parents who were invited into classrooms to help build models of volcanoes for a recent project.

Excellent relationships within the school and close professional links with outside agencies contribute significantly to pupils feeling safe and the good care, guidance and support provided. The headteacher's excellent leadership in driving ambition for the school, supported well by her very able deputy headteacher, ensures high expectations for staff and pupils. A strong middle management team has been built and clear planning,

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combined with well-focused staff development has secured good capacity for further improvement.

Self-evaluation is efficient, regular and rigorous. It has identified strengths to be reinforced and areas for improvement with clear associated action points. For example, a member of staff has been appointed to steer the priority development to encourage greater involvement of parents. This has led to the establishment of a parents' forum, the construction of a parent 'Qube' building for parents' meetings and training, and a significant increase in the involvement of parents in the school.

What does the school need to do to improve further?

- Improve the overall quality of teaching to match that of the best by refining the use of assessment so that:
 - all lessons have clear learning objectives and focused activities which meet pupils' needs fully
 - all teachers provide more-regular feedback to pupils about how well they are doing and how they can improve.
- Improve guidance for pupils by involving all pupils in evaluating their work and in setting targets for their next stages of learning.

Outcomes for individuals and groups of pupils

2

Children start school with levels of skills that are below those expected for their age. Some pupils are able to speak a little English on entry to the Nursery, but for almost all pupils, English is an additional language. The school's assessment data and pupils' work show attainment of pupils in the current Year 6 to be in line with average levels. Pupils' positive attitudes contribute very well to their good achievement. These are engendered by excellent relationships between teachers and the school's exceptionally skilled teaching assistants as well as the considerable commitment of all towards raising standards.

In lessons pupils work collaboratively and make very good progress through problem solving or investigation where these opportunities are provided. For example, Year 6 pupils explored three-dimensional shapes and solved related problems effectively in groups using a range of mathematical strategies. They were stimulated by the imaginative, 'growing wag-worms' presentation of the problems and their understanding was deepened by the teacher's excellent questioning. This extended pupils' creative thinking and reinforced their speaking and listening skills well. In a Year 1 writing lesson, opportunities to evaluate each other's work by applying their understanding of past tense, connectives and 'wow' words helped develop very good constructive criticism skills as well as encourage sympathy in story writing and understanding of other people's views.

Pupils behave well in lessons as they are usually engaged by interesting tasks and are encouraged to develop self-discipline from their early years. Pupils with special educational needs and/or disabilities make similar good progress to others. This is because their needs are identified early, and planning ensures teachers and teaching assistants are prepared well to help address them. Excellent use is made of external support, such as from physiotherapists or staff from a linked special school, to enhance this provision.

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Pupils take seriously and respond well to the responsibilities they are given. They enjoy them and are proud of their achievements, for example, as members of the school or Olympic 2012 council. Their participation in a range of charity fund-raising events, suggestions to increase parental involvement and work with local business groups contribute significantly to the school and local community. Pupils' excellent awareness of how to stay fit and healthy is reflected in the Healthy Schools award and is appreciated by parents and carers. Healthy food is provided for those who attend breakfast club. Pupils are enthusiastic about their physical education lessons provided by specialist staff. A high number of pupils are involved in the wide range of physical activities provided.

Pupils value the weekly, formal celebrations of their personal and academic achievements in assembly and the role of worship in their lives. They listen to and respect each other and learn about cultural, religious and social differences, they appreciate diversity and have pride in their own identity. These aspects make a significant contribution to their good spiritual, moral, social and cultural awareness. Pupils are very knowledgeable about how to stay safe, are confident that they can talk to any adult within their school should a problem arise and show keen sensitivity for others. As one boy stated, 'Everyone is careful in school because we know everyone has a soft side.' Pupils relish the school's welcoming atmosphere. They are polite and friendly, kind and respectful qualities modelled by all adults in the school. They are prepared very well for the next stage of their education and later life as a result of the development of their very good personal qualities and the good progress made in developing their basic skills, which is mirrored in the Basic Skills Quality Mark.

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These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Creative and themed approaches to the curriculum engage pupils' interests. They also link skills, knowledge and understanding between subjects and help make learning fun. Consequently, pupils progress well, they are challenged effectively and their learning experiences are memorable. Teachers and teaching assistants plan effectively together. Most provide a wide range of opportunities for pupils to be active in their learning, including working in pairs and groups to develop collaborative skills, solve problems and become more independent.

Skilled questioning by teachers and assistants helps extend pupils' thinking well. However, the skills, knowledge or understanding to be developed in lessons are not made sufficiently clear in some teachers' plans or shared fully with pupils. This results in pupils not knowing the learning objectives associated with some activities or the tasks themselves being too narrow. In these lessons, opportunities to assess all aspects of pupils' learning are limited. Year 6 pupils know their targets and effective written feedback informs them how to improve their work. However this is not always the case before Year 6. Nonetheless, pupils are becoming increasingly confident at evaluating their own progress and that of others in lessons.

Together with that of senior leaders and managers, a range of professionals provides good care, guidance and support for pupils and their families and effectively supports those whose circumstances make them vulnerable. Well-planned induction procedures help

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pupils begin school happily and calmly, move through the year groups, progress to Year 7 smoothly and ensure good support for pupils and their families.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, senior leaders and managers, all staff and governing body passionately share a vision and drive to improve standards and ensure the highest learning experiences for pupils. School improvement planning is clear, well developed and shared fully by all staff. Although the school's self-evaluation arrangements are strong, the monitoring of lesson planning is insufficiently robust. Governors bring a wide range of expertise and have a clear understanding of the school's strengths and areas needing improvement. The governing body and committees are efficiently structured, provide good, constructive challenge and hold the school to account effectively. Staff and governors ensure safeguarding procedures are well developed and effective. These ensure that all pupils feel very safe and that their emotional and social needs are met. Checks on the suitability of adults to work with children are thorough and child protection arrangements are secure and updated regularly.

Communication with parents is very effective through a range of formal and informal channels. An extended range of partnerships promotes pupils' learning and well-being effectively. This reflects the school's good arrangements to promote equal opportunity and tackle discrimination. In addition to education and related service professionals, partnerships involve a significant number of business and other providers. Their contributions are rich and varied, from city firms offering their time as reading mentors to providing exciting learning opportunities at the City Farm or sponsorship for developments such as the pond being built for early years pupils. The pupils learn about other cultures through these and other visitors, the curriculum and a range of external trips and other school links, all of which have developed through the school's good promotion of community cohesion.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make outstanding progress and many reach the expected goals for their learning by the end of the Early Years Foundation Stage. Especially as all children learn to speak English as an additional language, they do particularly well in communication, language and literacy and personal, social and emotional development. Children settle well and enjoy learning in a purposeful, happy environment. This is because an excellent balance of adult-led and child-initiated activities, which are closely matched to children's needs, provides a stimulating ethos. These develop their independence as learners and contribute very well to the smooth running of the day, encouraging pupils' sense of exploration, and make learning fun. Pupils enjoy responsibilities like clearing up or being special helpers, and these help them develop skills to aid future learning.

Excellent relationships between children and adults are established by the well-led professional team who are excited about their work. Their excellent attention to welfare enables children to feel safe and secure. Behaviour is good; children play harmoniously and interact creatively and well. Excellent use is made of the well-resourced outside area to develop children's learning. For example, children used containers in the water play area to develop their understanding of capacity and use of terms, such as full and half full, before moving on to explore the movement and viscosity of water as they drizzled it over transparent umbrellas. Outstanding leadership and management and excellent use of assessment ensure that progress is promoted very effectively.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Over half the parents and carers responded to the questionnaire about the school, which is a much higher than average response rate. Of these, the vast majority agree that their children enjoy school and that it helps to keep them safe and healthy. A very large majority responded positively to most aspects of the school's work and inspection findings support these positive views. A few wrote comments expressing concerns relating to pupils' behaviour, the school's management and the effectiveness of the governors. Inspectors found that progress is good and that the school has made particular efforts to inform, listen to and engage parents and carers. Inspection findings also show that behaviour is good and that the school is led and governed well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kobi Nazrul 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 131 completed questionnaires by the end of the on-site inspection. In total, there are 232 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	44	65	50	8	6	0	0
The school keeps my child safe	55	42	65	50	7	5	0	0
My school informs me about my child's progress	42	32	70	53	15	11	2	2
My child is making enough progress at this school	39	30	68	52	21	16	0	0
The teaching is good at this school	50	38	62	47	16	12	1	1
The school helps me to support my child's learning	35	27	69	53	23	18	1	1
The school helps my child to have a healthy lifestyle	46	35	74	56	7	5	2	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)	38	29	67	51	9	7	4	3
The school meets my child's particular needs	30	23	81	62	12	9	1	1
The school deals effectively with unacceptable behaviour	28	21	78	60	19	15	4	3
The school takes account of my suggestions and concerns	25	19	71	54	23	18	3	2
The school is led and managed effectively	31	24	73	56	19	15	3	2
Overall, I am happy with my child's experience at this school	51	39	65	50	8	6	5	4

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



27 June 2011

Dear Pupils

Inspection of Kobi Nazrul Primary School, London, E1 1JP

Thank you very much for welcoming us when we visited your school and for talking to us about your work. You are friendly and polite and we appreciated the way you helped us find our way around and get to know more about your school. We understand why you are proud of and enjoy coming to Kobi Nazrul because it is a good school. These are some of the things that really stood out for us.

- Most of you do well by coming to school regularly. You do not miss out on important learning because your attendance is high.
- You make an excellent start in the Early Years Foundation Stage where what you learn and the progress you make are outstanding.
- You achieve the levels expected for your age by the time you leave school in Year 6 so you are well prepared for the next stage of your education.
- The school provides a very good range of experiences in lessons and an excellent range of clubs and extra activities, which you told us you enjoy.
- Everyone at school looks after you well and makes sure you are happy and feel very safe.

Your headteacher and her staff are working hard to make learning better for you. We have asked them to do two things.

- Make sure all your lessons are as good as the very best ones by sharing what you are expected to learn at the start of each lesson and by asking you to solve problems, be creative and investigate things for yourself. We have also asked your teachers to give you more written feedback about how well you are doing and about how you can improve.
- We have asked them to involve you in thinking about your work and in setting targets for your next stages of learning.

You can help the school by doing your best and continuing to work hard.

Yours sincerely

Calvin Pike

Lead inspector

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