

Globe Primary School

Gawber Street, Bethnal Green, London, E2 0JH

Inspection dates 31 January – 1 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress, particularly in Key Stage 2.
- Behaviour and attitudes for learning are exemplary. Pupils are polite and courteous. Attendance is above average.
- Parents and carers are overwhelmingly supportive of the school, especially those who have children with additional needs or who start school at different ages.
- Teachers' subject knowledge in numeracy and in the sounds that letters make and other aspects of literacy is strong.
- The teaching of reading is good because the school uses a wide range of resources, including reading partners from local businesses.
- What the school offers pupils with speech, language and communication needs is very good and they are fully included in mainstream classes by the time they reach Years 5 and 6.
- The headteacher's and governors' drive for further improvement is relentless and leaders at all levels have a clear vision of what the school is capable of and how it can achieve it.

It is not yet an outstanding school because:

- Not enough teaching is outstanding as learning for some pupils does not proceed at a sufficiently brisk pace.
- Pupils do not make enough progress in writing, particularly among the younger pupils.

Information about this inspection

- Inspectors observed 22 lessons, of which one was a joint observation with the headteacher. In addition, inspectors made short visits to seven lessons. Each class was observed at least once. Inspectors observed children playing at lunch and playtime and listened to a sample of Year 2 and Year 6 pupils read.
- Inspectors had discussions with the Chair of the Governing Body and two other members, a representative from the local authority, the headteacher, senior leaders, middle leaders, all the teaching staff and a group of pupils.
- Inspectors looked at a range of documentary evidence, including the school’s records of pupils’ progress, documents relating to health and safety, staff vetting procedures and special educational needs, the school website, minutes of governing body meetings, and the school’s checks on its progress and priorities for improvement. Pupils’ written work was also scrutinised.
- Inspectors took account of the responses of 59 parents and carers to the online questionnaire (Parent View) as well as the school’s most recent survey of parents and carers and the results of 40 staff questionnaires. Inspectors met some parents and carers informally at the start of the school day.

Inspection team

Rebekah Iiyambo, Lead inspector

Additional inspector

Kanwaljit Singh

Additional inspector

Peter Thrussell

Additional inspector

Full report

Information about this school

- This is an above-average sized primary school.
- A very high proportion of pupils speak English as an additional language, some of whom are at the early stages of learning English. The majority of pupils are of Bangladeshi heritage, with those of African and White British heritage making up the next largest groups.
- An above-average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and pupils with a parent or carer in the armed services.
- The Early Years Foundation Stage consists of a Nursery, Reception and a class of ten children who are within the school's speech and language resource provision.
- The school has specially resourced provision for pupils with special educational needs. This consists of a 30-place speech and language resource provision.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion of those supported at school action plus or with a statement of special educational needs is also above average.
- The school currently holds Healthy Schools status.
- The school does not make use of any alternative provision for its pupils off site.
- The school is used by the local authority to support other local schools.
- The school meets current government floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by providing pupils with a range of support and resources that enable them to work at a swift pace, particularly when working on their own.
- Increase the progress pupils make, especially in writing for the younger pupils, by sharing the outstanding practice that exists within the school.

Inspection judgements

The achievement of pupils is good

- Achievement is good across the school. Children enter the school in the Early Years Foundation Stage with skills that are below the levels expected for their age. By the end of Year 2 they are working at almost average levels. They make faster progress from Years 3 to 6. All pupils have individual targets linked to National Curriculum levels and leave the school with above-average achievement.
- Pupils make good progress in mathematics because they apply good knowledge of number to more complex mathematical problems, such as collecting and analysing information during graph work.
- Reading is strong because pupils' progress is checked closely. Effective records of pupils' achievement in linking letters to sounds and detailed information about the books they have read give a clear picture of how they are doing. Pupils read their books fluently with good expression. The school library is well resourced and pupils enjoy reading regularly alongside reading partners from a significant number of local businesses. However, some of the less able readers do not select difficult enough texts.
- The achievement of different groups of pupils, such as those who speak English as an additional language or those known to be eligible for the pupil premium, is good. The average point score for pupils known to be eligible for free school meals increases as they move through the school so that by the time they reach Year 6 they are above average in reading compared to other pupils. Funding is used effectively to provide additional teaching and resources for reading and mathematics.
- The progress of disabled pupils and those who have special educational needs is good. There is well-targeted support for groups and individuals which increases their rate of progress as they move through the school. They make good use of resources and are well included in lessons as teaching assistants make sure they keep pace with other pupils in their class. Pupils with a statement of special educational needs achieve outstandingly well compared with their peers nationally.
- The speech and language provision is well structured and pupils enjoy being at school. The way adults use spoken language is good. The pupils are all included in mainstream classes from Year 3. Staff have high expectations and by the time the pupils reach Years 5 and 6 they make the same progress as their peers.

The quality of teaching is good

- Provision in the Early Years Foundation Stage is well planned and gives children a good start to school.
- Teaching is nearly always good and is sometimes outstanding. Teachers work hard to offer a stimulating environment and useful resources that help pupils to make good progress. They plan lessons carefully, taking into account pupils' prior learning and achievement. They use a range of approaches to encourage pupils to talk, present work at different levels to challenge the more able and make sure effective support is provided by teaching assistants, particularly for disabled pupils and those who have special educational needs.
- Writing lessons in Year 6 are outstanding because teachers have high expectations that pupils will use powerful vocabulary and figures of speech in their writing. Pupils respond with great confidence when producing newspaper articles.
- Teaching in the specially resourced provision is good because spoken language is modelled effectively and activities are appropriately matched to the needs of the pupils so that they achieve well.
- Teachers' subject knowledge in the sounds that letters make, other aspects of literacy, and in numeracy is strong:

- Work linking letters to sounds is challenging and set at the right level for pupils, and means they can apply their knowledge in other lessons.
- Relevant role play and a good range of writing types are used in literacy to help improve the quality of writing. For example traditional tales, journalistic reports, instructional outlines and poetry are used to good effect to help develop creative or extended writing.
- Teachers ask questions, use particular mathematical language and show pupils different approaches to solving problems so that they make good progress.
- During group work supported by adults, pupils make rapid progress. However, some groups working on their own do not make the same rate of progress because they do not always have the right level of direction or materials. For example, during guided reading some groups were not provided with a focus for their work or prompt sheets to extend their reading to higher standards.
- A small number of lessons involve pupils listening for long periods of time or responding to limited questions that lead to yes or no answers, which do not encourage them to think for themselves.
- Marking in books is thorough and outlines next steps for learning. However, younger pupils are not given sufficient opportunities to respond to comments and corrections.

The behaviour and safety of pupils are outstanding

- Children settle quickly into school because they are treated as individuals, even if they join later than most pupils. They are very keen to learn.
- Pupils work extremely well together in pairs or small groups, discussing what they have to do very sensibly and helping each other over any difficulties. The school has worked hard to give them positive views about learning. Even pupils who find school life difficult benefit from the good support provided by teaching assistants.
- Behaviour in the playground is excellent. The pupils get on well with each other and play safely and collaboratively, sometimes alongside adults in a range of stimulating activities.
- Relationships are very strong between pupils and staff in this cohesive community. Pupils are respectful, courteous to each other and adults, and are rightly proud of their school.
- Pupils are confident to talk about being safe and know about different forms of bullying. Minor incidents are resolved by the Friends Against Bullying team (FAB). These pupils confidently say that they would approach the nearest adult about any serious matters, but say that this rarely happens.
- Attendance is above average. This has improved consistently over the last three years because of the successful actions taken by the school. Any absenteeism is identified quickly and support given promptly to get pupils into school. Exclusions of any kind are rare and the parents and carers and pupils do not perceive bullying as a problem in the school.
- Monitoring of behaviour is outstanding and parents and carers are well informed about the behaviour of their children. Records show that immediate action has led to a reduction in unacceptable behaviour. Recent events mostly relate to name calling and how this has been resolved by pupils as well as adults.
- Parents and carers, pupils, staff and governors share overwhelmingly positive views about pupils' behaviour. All 59 parents who responded to Parent View would recommend the school to others. One parent said, 'This school gives me the opportunity to always work alongside teachers to give my child the best possible education and that makes me proud.'

The leadership and management are good

- The drive and dynamism of the headteacher have really made a difference to achievement in reading and mathematics since the last inspection. She is always looking for solutions and is well respected by staff who state that the school is inclusive and supportive of children, parents and carers and staff. Leaders at all levels know the school's strengths and areas for development and have a clear vision of what the school is capable of and how it can achieve it.

- The school is used by the local authority as a hub of best practice, especially for the teaching of phonics in the Early Years Foundation Stage and Key Stage 1.
- Middle leaders are very committed and clear about their roles. They are not yet outstanding because the use of performance information to measure the impact of learning is at an early stage of development. Class teachers meet with a range of middle and senior leaders four times a year to consider pupils' progress and attainment.
- The checking of the quality of teaching is effective and appropriate targets are set for teachers. The management of teachers' performance is well-thought through and carried out, but is not yet securing sufficient outstanding teaching across the school.
- The way subjects and topics are taught is strong and gives good opportunities for all pupils and specific groups of pupils to develop their basic skills in literacy and numeracy. There are residential trips for all year groups in Key Stage 2.
- The leadership of the specially resourced provision is strong. The leader has developed excellent partnerships within the local authority and has a thorough understanding of the pupils in order to ensure their needs are well met.
- Very good enrichment activities take place on Saturday mornings and after school, such as the magazine club. The school offers additional transport in partnership with the local authority for pupils so that they can attend these activities. Music is a strength of the school because pupils learn a range of instruments and have opportunities to practise and perform them. There is also a successful choir.
- The school fosters excellent relations with all members of the community, tackling discrimination and promoting equal opportunities.
- Child protection and safeguarding are fully compliant with requirements and effectively managed with robust policies and procedures.

■ **The governance of the school:**

- Governors ask more searching questions now than they did at the previous inspection. They are clear about how they have improved the school, including about how they direct pupil premium funding to close the gap in pupils' attainment. They know about how well pupils are performing compared with other schools. Governors regularly and effectively check on different aspects of the school's work, such as short visits to observe the sounds that letters make, mathematics or enrichment activities and long visits to see the Early Years Foundation Stage, special educational needs and teachers' professional development days. They make full use of training to keep up to date so that they are fully able to hold the school to account. Governors use targets for teachers effectively to make sure that the quality of teaching is high and have had specific training on this issue so that they are able to challenge the school to achieve the very highest standards. Governors have a clear understanding of the promotion of teachers and of progression in their salaries, not accepting anything less than good practice. They use the range of expertise on the governing body effectively and use partnerships well to secure opportunities for pupils like the reading partners scheme. Governors tell the school what they want to see rather than being guided by the school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100902
Local authority	Tower Hamlets
Inspection number	402836

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	367
Appropriate authority	The governing body
Chair	Mr J Edwards
Headteacher	Ms M Maxwell
Date of previous school inspection	6–7 February 2008
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