

# Kobi Nazrul Primary School

Settles Street, Stepney, London, E1 1JP

**Inspection dates** 2–3 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Given their starting points, too few pupils do well enough. By the end of Year 6, in reading, writing and mathematics and their achievement is inadequate.
- School leaders do not check pupils' progress closely enough to identify and support those who are not doing well.
- Teaching is inadequate over time. It does not help all groups of pupils reach the levels of which they are capable.
- The teaching of early reading skills is ineffective.
- Teachers' marking does not help pupils to understand how well they are doing or what they have to do to improve.
- Pupils do not behave well in the playground and are not supervised effectively by adults. Safety is inadequate because bullying is not being tackled effectively by leaders.
- The capacity of leaders and the governing body to secure and sustain improvement is inadequate. Senior leaders and governors do not understand the school's weaknesses. They have failed to challenge the school to improve.
- School leaders are not effectively monitoring the quality of teaching. They have failed to ensure teachers have received sufficient training to improve their skills.
- The governing body has not held school leaders to account for the progress of pupils and the quality of the teaching.
- The school's self-evaluation is too generous. Monitoring and evaluation are not used effectively to promote improvement. The absence of an effective strategic plan is a barrier to improvement.

### The school has the following strengths

- Attendance is improving due to a range of effective strategies used by the school.

## Information about this inspection

- This inspection was carried out with no notice, at the request of the Secretary of State.
- The inspection was also carried out following a complaint made to Ofsted which raised serious concerns. Her Majesty’s Chief Inspector decided that an inspection of the school should take place to follow up the whole school issues that were raised. Inspectors sought to establish whether leaders and the governing body are effective in monitoring and evaluating policy. They also considered practice for behaviour management and safeguarding within the school.
- Inspectors visited 11 lessons. Six lessons were observed jointly with senior leaders. Inspectors listened to pupils read and observed playtime activities.
- Meetings were held with a group of pupils, a consultant working in the school, the headteacher’s mentor, senior and middle managers, three members of the governing body, and two representatives from the local authority.
- Parents’ views were taken into account through a meeting with parents held on the second day of the inspection, the 47 responses to the Ofsted online survey (Parent View), and informal discussions with parents in the playground.
- The inspection team also considered 32 staff questionnaires.
- The inspection team looked at a number of documents including information about safeguarding, information on the progress and the attainment of pupils, the school’s self-evaluation and records of monitoring in relation to teaching, pupils’ behaviour and attendance.
- Inspectors looked at books in lessons as well as a substantial number out of lessons, in order to evaluate the progress made by pupils over time.

## Inspection team

Kekshan Salaria, Lead inspector

Her Majesty’s Inspector

Adam Higgins

Her Majesty’s Inspector

## Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

### Information about this school

- Kobi Nazrul is a smaller-than-average sized primary school.
- The majority of pupils are from the Bangladeshi community. Almost all pupils speak English as an additional language, more than five times the average nationally.
- A higher-than-average proportion of pupils are known to be eligible for the pupil premium (additional funding provided by the government to support pupils known to be eligible for free school meals, children in local authority care and those from service families).
- The proportion of disabled pupils and those with special educational needs supported through school action is below the national average. The proportion supported through school action plus or with a statement of special educational needs is above that found in most schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the last inspection, there have been many changes in staffing. The vast majority of class teachers are new to the school. The headteacher joined the school in January 2013. The deputy headteacher is at the school on a temporary basis. The Chair of the Governing Body took post in April 2014.

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

- Raise achievement in reading, writing and mathematics by increasing the proportion of good or better teaching through:
  - using assessment information to plan effective lessons which match pupils' abilities and provide suitable challenge
  - making sure that teachers check pupils' progress carefully in every lesson
  - monitoring pupils' workbooks to ensure they are marked well
  - checking that pupils have time to improve their work by responding to teachers' comments
  - rigorously monitoring lessons and providing developmental feedback and training to teachers so that expectations are raised
  - making lessons more interesting and engaging
  - improving the acquisition of communication skills by planning exciting activities that identify specific vocabulary to be developed
  - ensuring phonics is taught well so pupils have precise knowledge of sounds and letters to apply to their reading, writing and spelling.
- Improve behaviour and safety by:
  - ensuring the school's behaviour policy is consistently applied and evaluating its impact so that poor behaviour and bullying are eradicated
  - improving the management of pupils' behaviour at break times
- Improve the effectiveness of leadership and management at all levels by:

- ensuring that all leaders and managers receive support to develop the skills necessary to be effective in their roles
- introducing rigorous assessment procedures to ensure early identification of need and measuring the effectiveness of any interventions
- making sure that subject leaders analyse the achievement of all groups of pupils regularly to identify key priorities for rapid improvement
- establishing clear priorities for school improvement and producing a plan of action so that everybody understands what is to be done, by when and by whom
- using the information gathered through monitoring and evaluation to identify the next steps for improving provision and outcomes
- rigorously holding teachers to account for the implementation and impact of agreed actions
- ensuring that governors have the skills to challenge and support senior leaders in raising achievement and tackling underperformance.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

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## Inspection judgements

### The achievement of pupils

### is inadequate

- Children join the Nursery with skills and knowledge that are below those expected for their age group. Some have a range of additional learning needs. Attainment overall in the school remains persistently low. Too few pupils reach expected levels in Year 6. This is because teaching is not good enough to enable all pupils to overcome their low levels of attainment or previous underachievement.
- Indoor activities are suitably planned in the Nursery and Reception classes. The outside areas lack stimulation and the range of resources is not sufficiently wide to extend children's learning experiences. Outside resources are sparse in number and many are shabby.
- The teaching of early reading skills is inadequate. Pupils struggle to apply their phonic skills (sounds that letters make) to their reading, writing and spelling. Opportunities are missed to develop children's imaginative and spoken language.
- In 2013 the results from the national reading check for Year 1 pupils indicated a slightly higher than average proportion of pupils met the required standard. School assessment information indicates this is likely to decline in 2014.
- School assessment information shows that only around half of the children left Reception in 2013 well prepared for Year 1. School leaders told inspectors that this information might not be secure and that the proportion could be lower.
- Attainment at Key Stage 1 has declined over the last year and is well below average in all areas.
- Attainment at Key Stage 2 has steadily declined over the last three years and is now significantly below average.
- School leaders predict that attainment at the end of Years 2 and 6 will increase in 2014. This is not supported by evidence in pupils' workbooks.
- All groups of pupils are underachieving. For example, higher-attaining pupils do not always make the progress of which they are capable because there is not enough challenge in lessons. Disabled pupils and those with special educational needs receive support in class from teaching assistants. However, the impact of this support to date has been limited. Additionally, learning is not always matched closely enough to pupils' needs and abilities.
- Pupils who are supported by additional funding underachieve. They do not make enough progress and the gaps between their attainment and that of other pupils in the school is widening. By the end of Year 6 in 2013, the pupils supported by additional funding were between three and four terms behind their classmates in reading, writing and mathematics.
- Scrutiny of pupils' workbooks reveals significant gaps in their learning. Pupils' skills and confidence in writing are not consistently developed. Similarly, key skills in numeracy are weak, particularly in multiplication and division, and pupils are not sufficiently good at using these skills in calculations.
- Opportunities for the development of wider skills such as speaking to an audience are limited. Low standards in English and mathematics mean that the application of basic literacy and numeracy skills is weak.

### The quality of teaching

### is inadequate

- Teaching is inadequate because it fails to ensure that all groups of pupils learn well.
- Teachers rarely use information about pupils' abilities and needs to plan lessons that are exciting or engaging. Most often, pupils do the same activity. As a result there is not enough challenge for the most-able. Disabled pupils and those who have special educational needs are rarely catered for in learning activities.
- The pace of learning in lessons is not well judged by all teachers. In some lessons, pupils become bored and they misbehave. In other lessons, pupils are keen to be noticed for their

answers. For example, in a Year 6 personal, social and health education lesson the teacher used a range of strategies to ensure pupils remained focussed, engaged and keen to learn.

- Teachers' expectations of what pupils can achieve are often too low. Although, pupils usually do what they are asked to do, their work is often undemanding and many are not making enough progress in their learning.
- Evidence of teaching being inadequate over time was observed during the scrutiny of writing books from the Reception class and pupils from Key Stage 1. Books reveal untidy handwriting, letters incorrectly formed with poor grammar and sentence structure.
- Too often, teachers ask pupils questions just to obtain the correct answers, rather than to explain their thinking or to enhance their understanding.
- The support provided by the high number of additional adults in the school is inadequate. In the best examples, they play a valuable and active part in supporting learning. However, the headteacher rightly acknowledges that many do not support learning well and are not sufficiently involved in helping to assess the work that pupils are doing. They provide poor value for money because of the lack of impact on achievement.

### **The behaviour and safety of pupils are inadequate**

- The behaviour of pupils is inadequate. Teachers and support staff do not take enough responsibility for tackling poor behaviour in the playground. This is because insufficient guidance has been given to staff about their responsibilities when on duty at break-times. As a result, the supervision of pupils is poor.
- Observation of playtimes during the inspection indicates that although adults are present in the playground their visibility and active participation are poor. There are very few organised games, leaving most pupils to race around and others to concentrate on staying out of their way. Inspectors observed a number of incidents in the Key Stage 1 playground involving pupils behaving in an inconsiderate and rough manner.
- School logs of accidents in the playground indicate that incidents are reducing. However, the number each week still remains too high.
- The school's work to keep pupils safe and secure is inadequate. A significant number of pupils interviewed by inspectors spoke knowledgeably about different forms of bullying. They also raised concerns about bullying. These concerns were echoed by parents and carers. A quarter of the parents that responded to Parent View do not believe that the school deals effectively with bullying.
- The many changes in staffing at the school in recent years have undermined the consistent application of an effective behaviour policy and have unsettled pupils. The written comment by a member of staff who responded to the staff questionnaire noted, 'There has been a very high turnover of staff which has led to the children feeling insecure'.
- Younger children are not always respectful of resources or thoughtful about the needs of others, including in the Early Years Foundation Stage.
- The school has been successful in improving attendance. Attendance is now in line with the national average and less learning time is being lost through poor attendance.

### **The leadership and management are inadequate**

- The headteacher and senior leadership team do not know what needs to be done to improve the school. Strategic leadership and accountability are weak.
- Leaders, including governors, cannot explain convincingly why pupils' achievement has declined since the last inspection or why teaching is not improving.
- The school's performance has been adversely affected by frequent changes in staffing and the

lack of experienced staff to support new colleagues. This has seriously undermined leaders' capacity to improve the quality of teaching and to raise standards.

- Leaders lack a systematic and rigorous approach to school improvement. Consequently, monitoring, review and evaluation have not led to all pupils making good progress as a result of good teaching and acceptable pupil behaviour.
- Significant external support for the leadership team and middle leaders has not improved the school's capacity to bring about improvement. For example, staff training has not led to improvements in teaching and behaviour.
- Despite support from external consultants and the local authority, pupils' achievement has declined over the last three years. Consequently, achievement gaps for groups of pupils have widened.
- Teachers who are new to the school have not been given the professional support that they require to enable them to meet the needs of all pupils. This is because leaders have not ensured opportunities for sharing good practice from within and beyond the school.
- Scrutiny of workbooks carried out by leaders has failed to identify gaps in pupils' learning, the highly variable quality of teachers' marking and poor presentation of pupils' work. Pupils therefore make less progress than they should.
- Over half of the staff members who responded to the staff questionnaire do not believe that the school is well led and managed. One wrote, 'The understanding of teaching and learning is lacking and the skills required...do not seem evident.'
- The work to develop a whole-school system for tracking pupils' progress has started. As a tool to raise attainment and accelerate progress, its potential is weakened because the assessment information used is not reliable or analysed in detail.
- Interventions for disabled pupils and those who have special educational needs are planned but not consistently monitored. Data from these interventions are not analysed frequently to ensure pupils are making expected progress.
- The curriculum makes a positive contribution to pupils' personal development. Visitors and visits out of school enrich pupils' experiences. For example, pupils benefit from the expertise of musicians from the local music hub who visit weekly, as well as drama workshops.
- Spiritual and moral development is promoted through the curriculum and assemblies.
- External consultants have worked with the school to encourage greater community cohesion within the school through a recently formed parent group. However, parents have complained that there is a need for improved communication. They have expressed concern about the high staff turnover and the lack of regular opportunities to meet with teachers to discuss their child's progress. Links with other schools in the area are also limited.
- A significant majority of parents that responded to Parent View have negative views of the school's work. For example, 83% of respondents disagree or strongly disagree that 'the school is well led and managed' and would not recommend this school to another parent. Additionally, 72% disagree or strongly disagree that 'the school responds well to any concerns I raise'.
- The school does not adequately promote equality of opportunity. Gaps in attainment for different groups of pupils are not closing rapidly.
- The school may not appoint newly qualified teachers.
- **The governance of the school:**
  - Governance is inadequate. Members of the governing body are too far removed from the school community to have any real impact on driving improvement. This is because the strategies for engaging with parents are weak. Parents express little confidence in the school. No formal audits, strategy reviews or evaluations of community needs have been carried out.
  - The local authority issued the governing body with a formal warning notice. Governors have not focused on dealing with the issues raised in the warning notice. They have spent valuable time and resources challenging the local authority instead of focusing on the education of pupils.
  - Governors lack a detailed awareness of pupils' performance and have not always been provided with detailed and accurate information about pupil' rates of learning and progress.

- The governing body has not checked that extra government funding is used effectively. The gaps in achievement between pupils known to be eligible for free school meals and others in school are getting wider, especially in writing and mathematics. Additional funding for primary sport has been planned for. Governors have not evaluated its impact.
- Inspectors notified leaders, including governors, about minor gaps in the school’s systems for checking staff. These were rectified during the course of the inspection so that statutory requirements were met.
- Despite repeated requests for information, inspectors were unable to verify whether performance management is used to improve the quality of teaching, hold teachers to account or link to increases in salary. Teaching assistants are not included in the appraisal process.



## 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

<b>Unique reference number</b>	100940
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	447400

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<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>	240
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Masoom Chowdhury
<b>Headteacher</b>	Kamal Butt
<b>Date of previous school inspection</b>	23-24 June 2011
<b>Telephone number</b>	020 7375 3626
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