

# Harry Roberts Nursery School

Commodore Street, Stepney, London, E1 4PF

**Inspection dates** 11–12 February 2015

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

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Under the inspiring leadership of the headteacher, the school has improved considerably and is now outstanding. Staff support her fully.
- Leaders and governors work in highly effective partnership to give the children the best possible start to their education. Governors provide enthusiastic and knowledgeable support to leaders.
- Senior and middle leaders make sure that the progress each child makes in learning is accurately recorded. They set out the findings in tables that are clear to all. This helps leaders and governors to make sure that no group falls behind.
- The quality of teaching has risen because leaders keep a close eye on its quality. Leaders ensure that adults expect the most from every child.
- Leaders encourage parents and carers into the school community. Parents and carers support the school strongly and back it wholeheartedly.
- The enormously rich programme of activities provided every day stimulates children's learning extremely well.
- Behaviour is outstanding because adults keep the children busy and engaged at all times.
- The school is a calm and orderly place. Adults promote respect for others, helping children to see things from the other person's viewpoint. Children from all heritages and backgrounds get on extremely well with one another.
- The adults keep the children extremely safe. The site is safe and secure. Leaders carefully check those working with children and consider risks before activities take place.
- Teaching is outstanding because adults are committed to providing the most stimulating learning opportunities for the children. They ask searching questions, encouraging children to think for themselves.
- Adults give children a love of reading, writing and numbers. They give the children plenty of chances to develop and practise these skills.
- Adults check the children's progress and record their findings in books chronicling children's development. These books are loved by the children and valued by their parents and carers.
- Leaders promote children's spiritual, moral, social and cultural development exceptionally well. For example, children have a wealth of opportunities to develop their imagination and to experience wonder at the world around them.
- The adults plan activities to make sure they get the best out of every child. As a result, the achievement of all groups, including the most able, is extremely strong.
- Disabled children and those who have special educational needs do particularly well, because the school is tenacious in making sure that these children get the best support for their needs.
- All children make excellent progress in their learning and leave school ready for the Reception Year.

## Information about this inspection

- The inspector looked at the children’s learning in the indoor and outdoor play areas together with the headteacher. She also observed the children eating lunch, tidying up and taking part in group story sessions. The inspector observed staff planning meetings.
- The inspector held meetings with the headteacher, deputy headteacher and senior teacher. She met a representative from the local authority. She also met the Chair of the Governing Body and four other governors.
- The inspector took account of responses to a questionnaire from 21 members of staff.
- The inspector spoke to a number of parents and carers. She also took account of the school’s own surveys of parents’ and carers’ views. There were too few responses to Parent View, the online survey, to be analysed.
- The inspector looked at a range of documents. These included the school’s own views of how well it is doing, its plans for the future and the minutes of meetings of the governing body.
- The inspector looked at information on the children’s attainment and progress and examined records relating to behaviour and safety.

## Inspection team

Natalia Power, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is larger than the average-sized nursery school.
- Most children come from minority ethnic heritages. This proportion is much higher than average. Three quarters of children come from Bangladeshi heritages, and the rest from a wide range of heritages. Around half of children speak English as an additional language, and this proportion is higher than average.
- Around one fifth of children are eligible for free school meals.
- Around one fifth of children are disabled or have special educational needs, and this proportion is higher than average.
- Almost two thirds of children attend full time. The rest attend part time for the 15 hours to which they are entitled. These children stay for four mornings or four afternoons and make up their 15 hours with one full day of the week.
- Children are divided into four groups, named after colours, each led by a qualified teacher. The teachers are supported by nursery nurses and teaching assistants.

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

- Make sure that children have more help in using computers, so that they know how to follow the simple instructions on the screen and develop the skills the programs teach.

## Inspection judgements

### The leadership and management are outstanding

- The headteacher, newly appointed at the time of the previous inspection, has put all her efforts into improving the school. In her time as headteacher she has, in the words of the local authority advisor, 'energised the school'. Her staff fully back her, as shown in the wholly positive responses to the staff survey. A typical comment from one member of staff was, 'The headteacher gets the best out of staff by expecting the best.'
- Working in highly effective partnership with senior and middle leaders and with governors, the headteacher has improved key areas of the school's work. As a result of close observation followed up by helpful advice, teaching is outstanding. Adults manage children's behaviour extremely well and keep them very safe. Children's progress in their learning is set out very clearly, ensuring that no child falls behind.
- The headteacher has improved the quality of teaching by looking at the work of all the adults and offering valuable advice. All the leaders understand fully the best ways of helping young children learn. One member of staff commented, 'I have never seen such commitment to the principles of early years education as I have experienced here.'
- Middle leaders are highly effective in measuring children's progress from the time they enter school to the time they leave. They check the progress of all key groups of children, including boys, girls, children eligible for free school meals, the most able and those who need extra support in learning. Such vigilance ensures that all groups make excellent progress. This ensures that each child has an equal chance to succeed.
- Parents and carers strongly support the school. They told the inspector that they value the many ways the school includes and supports them. One described the school as 'a real partnership'. Several commented on the strong links the school has with the community. The school helps them as well as their children to explore the local amenities and also to be more adventurous in getting the most out of the London environment.
- The school prepares children exceptionally well for growing up in modern Britain. They celebrate the richness and diversity of their own community. The school also helps them gain awareness of the world around them. For example, adults talked about the Great War with the children, and took them to see the poppies at the Tower of London commemorating its centenary. In such ways children gain an unusually sophisticated understanding of Britain's place in the wider world.
- The local authority provides strong support to the school. This is particularly valuable in ensuring that safeguarding meets statutory requirements and that procedures keep the children very safe. They have provided training on how best to teach young children the sounds that letters make (phonics). This benefits all children, particularly the most able, helping them to learn the rudiments of reading and writing.
- The dazzling variety of activities provided for the children, both indoors and outdoors, helps them to learn exceptionally well, in all seven areas of learning. Adults design each activity to teach a number of skills and to provide the right amount of challenge for all abilities.
- The school makes full use of extra activities to promote children's learning. In her short time at the school, the inspector saw how visitors, such as football coaches and a storyteller, enriched the children's learning. One parent or carer summed up the richness of the activities: 'There's a lot going on. In one week my child went to the theatre, swimming and had fireworks.'
- **The governance of the school:**
  - Governors are enthusiastic and highly committed to the school. They are fully involved in its activities, and encourage parents and carers to become involved. They see the work of the school for themselves. One governor commented, 'The children have the freedom to be themselves.'
  - Governors receive full and helpful information on the work of the school, and value the informative reports from the headteacher. There are no national figures on how well nursery children achieve. However, governors get clear figures on how well children at the school are learning. This helps them to ask useful questions and make sure that standards are kept up from year to year.
  - Governors check for themselves how well children are learning. In this way they ensure that the quality of teaching is high. They make sure they get excellent value for money from the adults by offering the right inducements for additional responsibilities. They are not afraid to tackle any underperformance that might occur.

**The behaviour and safety of pupils are outstanding****Behaviour**

- The behaviour of children is outstanding. The children are too busy learning and investigating to get into mischief.
- The care given to all children, and particularly to those with a range of special educational and emotional needs, is exceptional. As a result children play harmoniously together, are ready to share the equipment and wait their turn.
- Minor squabbles are extremely rare and quickly sorted out. The adults talk to the children about the importance of respect and thinking of the needs of others. The children soon play together as peaceably as before.
- Children from all backgrounds and heritages get on extremely well together. There is no bullying, and no discrimination against anyone.
- Lunchtimes are highly effective in teaching children to eat sociably and to have good manners. The children sit at 'family-style' tables, using plates and the correct cutlery. They eat the healthy food heartily, benefit from the opportunities to make choices about the food and make conversation with the adults.
- At the end of each session, children willingly and enthusiastically help to tidy up. This teaches them to be public-spirited and to take responsibility.
- Typically, children attend very regularly, reflecting their enjoyment of school.

**Safety**

- The school's work to keep children safe and secure is outstanding. The site is extremely secure. Leaders and governors regularly and thoroughly check that the building and grounds are free from dangers.
- Adults who work with children are rigorously checked.
- Staff are highly trained in dealing with medical emergencies and in responding vigorously to any allegations of abuse.
- Risks are thought about extremely carefully before children are taken on trips. For example, preparatory notes on a visit to the theatre highlighted the need to cross roads safely. Adults take particular care to consider risks when anyone, including children, are using equipment at school. For example, children are shown how to use knives safely to cut up fruit for snack times. The inspector saw how carefully an adult supervised a child hammering nails into wood. This enabled the child to persevere with an educational task he was thoroughly enjoying.
- In outdoor activities based around the natural world, the children themselves share in making the site safe, marking out the boundaries and checking the ground for hazards. This is highly effective, teaching them responsibility and making them more aware of safety rather than overprotected and unaware of risk.

**The quality of teaching is outstanding**

- Teaching is outstanding because the adults miss no opportunity to develop the children's skills. Their high expectations and their skilled questioning encourage the children to investigate for themselves. As a result, the children stick at tasks and do not wander off or get bored.
- The wealth of activities on offer provide children with an immense number of learning experiences. The tasks chosen develop a wide range of skills in the children. One task, for example, built on the children's fascination with the cars and lorries they could see from the garden. Adults supplied the children with clipboards and record sheets, and invited them to make a tally of the different types of vehicles they spotted. The task developed the children's powers of concentration, helped them to count and encouraged them to make controlled marks on the paper.
- Children have many opportunities to look at worthwhile books. There are plenty of inviting corners supplied with cushions and books. Books are an excellent focus for learning in group story sessions. The adults read confidently and with expression, and bring the stories alive for the children. As a result they make very good progress towards learning to read.
- The adults plan many different ways to encourage children to write. For example, they write their names or make marks on paper when 'booking' a turn on the popular remote-controlled cars.
- Adults develop children's number skills through a range of exciting activities. For example, an outdoor activity making mud 'pancakes' absorbed the children. They carefully followed the recipe, counting out spoonfuls of mud, cupfuls of water and sniffing the herbs as they snipped sage leaves. The children learned about number and size, that herbs have distinctive smells and how to use scissors safely. The

activity, like so many in the nursery, had a strong appeal to the children's imagination.

- Children enjoy using computers and other electronic devices as part of their learning. However when using computers they are sometimes left to their own devices. Adults do not show them clearly enough how to make full use of the available programs, hindering their progress in this area.
- The adults plan extremely effectively for the children's activities, building on their interests. For example, an after-school discussion of how well the water play had been used led to improvements. Next day, floating letters of the alphabet promoted literacy. Adults added objects that could and could not float in order to develop the children's understanding of science.
- Adults' observations are precise and accurate. They help measure how well the children are learning. Together with photographs and samples of the children's work, they go into compiling 'special books'. These are popular with children and parents and carers, providing a valuable link between school and home.
- The adults promote children's spiritual, moral, social and cultural development exceptionally well. Children have a huge number of opportunities to feel wonder at the world around them. Professional storytellers are invited to the school to awaken the children's love of fairy tales and their imagination. Pictures of Klimt encourage them to apply paint in swirls and to use colour freely. Music and singing bring children together in a shared experience and keep traditional melodies alive.

### The achievement of pupils

**is outstanding**

- All the children learn extremely well and make excellent progress in their all-too-brief time at the school. By the time they leave, they have developed the social, language and number skills typical for their age, and are ready to move into the Reception Year. The school very successfully helps them to get ready for the change. It builds effective links with the children's next school, making sure that any information about any needs the children may have is passed on securely.
- Across all aspects of their learning, children's progress is excellent. Very occasionally children miss out on clear guidance about how to use certain programs on the computer. This hampers them from making even more progress in this area.
- Children from all backgrounds and heritages make excellent progress in their learning. Those from the Bangladeshi majority do extremely well because the school is quick to provide for their different abilities and respond to their individual needs. This is also true of those children, from many heritages, who are at an early stage of learning English.
- The most able children do extremely well and make excellent progress in their learning. This is because all the adults make sure that more is expected of able children in all their activities.
- Children who are eligible for free school meals do as well as those who pay for their meals. This is because each child receives the right challenge for him or her.
- Disabled children and those with special educational needs do particularly well. This is also true of children at risk of falling behind. Their needs and family circumstances are known, and the school makes timely and effective use of external agencies to meet the children's needs. As a result, these children learn extremely well in the calm and purposeful surroundings of Harry Roberts Nursery.

## 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>	100888
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	447900

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

<b>Type of school</b>	Nursery
<b>School category</b>	Community
<b>Age range of pupils</b>	3–4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	101
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Shazna Hussain
<b>Headteacher</b>	Alexandra Law
<b>Date of previous school inspection</b>	14 September 2011
<b>Telephone number</b>	020 7790 6711
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