

Shaftesbury Primary School

Shaftesbury Road, Forest Gate, London E7 8PF

Inspection dates

8–9 March 2016

Overall effectiveness

Outstanding

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an outstanding school

- In this outstanding school, leaders ensure that all pupils and staff live and learn by the 'five Cs' of care, courtesy, commitment, cooperation and consideration.
- The headteacher, senior leaders and governors have driven forward improvements in all aspects of the school's work with a passion. Through an excellent programme of training, teachers, leaders and other staff thrive professionally. All pupils blossom socially and academically because excellent teaching, high expectations and unwavering care are at the heart of the school's work.
- The inclusion team ensures that all pupils who are struggling with their learning, for whatever reason, are fully supported to quickly catch up with their peers and make rapid progress.
- Governance has improved markedly since the last inspection. Governors are very knowledgeable about the school's work. They visit the school frequently to check how well leaders are driving forward the school's improvement priorities. They challenge and support leaders effectively and have made a strong contribution to helping the school achieve excellence.
- From their different starting points, all groups of pupils, including the most able, make outstanding progress across the subjects of the curriculum.
- Teaching is outstanding. Teachers know their pupils extremely well and prepare exciting activities that engage and challenge them to achieve their best.
- The level of care for vulnerable pupils and their families is exceptional. This has been a major factor, for instance, in the highly successful integration of the many pupils who join the school with no previous experience of school or with limited English language skills.
- Pupils demonstrate the highest levels of respect for each other and adults alike. They display exemplary behaviour and attitudes to their learning.
- Children in the early years get off to a superb start in this vibrant and nurturing setting. High-quality teaching and care ensure that children quickly gain confidence, learn to socialise extremely well and make rapid progress in all areas of learning.
- Leaders take highly effective action to promote pupils' spiritual, moral, social and cultural development and their physical well-being. Pupils gain a sound understanding of life in modern Britain and leave the school very well prepared for secondary education.

Full report

What does the school need to do to improve further?

- Enhance the quality of teaching so that more pupils reach the highest standards.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The headteacher, ably supported by all other leaders, has created a culture of extremely high ambition where staff, pupils and their parents are greatly valued. Respect and a fervent desire to ensure that everyone succeeds are at the core of the school's work. As one member of staff, echoing the views of others, told inspectors, 'I love working here; I feel we are a team around our pupils and each other.'
- Leaders have a strong professional partnership with a local teaching school alliance, working together with 20 local schools. The alliance partners support the professional development of teachers at the school, including trainees and those new to teaching, extremely well. This has had a major impact in helping teachers to develop top-quality practice quickly.
- Leaders at all levels work closely with their counterparts in other schools to share best practice and participate in high-level training opportunities. Leaders provide training for colleagues in school and for those in partner schools, and make presentations to national educational organisations. These arrangements are mutually beneficial and have ensured that both the effectiveness of leadership and the quality of teaching are now outstanding. Teachers and other staff feel so well supported that staff retention is high.
- Leaders are committed to inclusion and equality of opportunity. They lead their teams to ensure that any pupil and, as appropriate, their family, is extremely well supported to overcome any barriers to learning, personal development, good behaviour or attendance. As a result, behaviour and pupils' outcomes are outstanding. High levels of aspiration lead to pupils being inquisitive, ambitious and having a hunger for learning. A group of pupils told inspectors how much they desire to succeed and learn more, and that they would like to go to university and pursue professional careers or start a business in adulthood.
- Leaders make extremely good use of the pupil premium funding. This provides additional support to help disadvantaged pupils make rapid progress. As a result, they not only catch up with their classmates but make faster progress than other pupils nationally.
- Primary sports funding is used very well to support pupils' physical development. Leaders hire specialist teachers and sports coaches to support teachers in school and to run a range of sports-related clubs. These include handball, gymnastics, multi skills, dodge ball and cheerleading clubs. In addition, the funding supports participation in sporting competitions with seven teams from the school participating in local tournaments.
- Leaders have developed a vibrant curriculum. Pupils are taught a wide range of subjects which are presented in a lively fashion. Each new topic across the school, including in the early years, is introduced by pupils sharing what they already know and what they would like to find out. Additionally, learning is enriched by many visits such as to museums, city farms and an Africa centre. As a result, pupils immensely enjoy their learning, enthusiastically finding out new things and gaining a very broad range of skills, knowledge and understanding.
- Spiritual, moral, social and cultural development is strongly promoted, particularly through the school's values and the 'Shaftesbury Pledge' which are both underpinned by British values of tolerance, democracy and the rule of law. Inspectors saw many examples of this in pupils' books. Pupils in one class were asked to identify cultural practices that go against British law with one pupil citing an example of the poor behaviour of a sportsman reported in the newspapers. Year 6 pupils wrote about how faith is expressed through art. In Year 2, pupils were asked to think of how they could improve their own health. In addition, every pupil in Years 5 and 6 learns to play a musical instrument. Pupils visit a different place of worship each year.
- Parents are overwhelmingly positive about all aspects of the school's work. They are offered many opportunities to learn things for themselves and about how to support their children. These include English and mathematics classes, parenting classes, workshops on internet safety and support in accessing health facilities.
- Leaders have made sure that teachers across all year groups, from the early years upwards, consistently apply the school's marking and feedback policy. They tell pupils what they have done well and set a 'next step' task. This makes a very strong contribution in helping pupils to learn from their mistakes. In a few instances, when pupils have already achieved rather well, the 'next step' activity does not challenge the pupils hard enough to really get them to think even harder and deepen their understanding.
- **The governance of the school**
 - Since the previous inspection, a new chair of the governing body has been appointed and the governing body has been reorganised. Governors bring a broad range of expertise and experience to support their work, including from the worlds of education, local government, other public services and finance.

- All governors frequently visit the school. Each has a link to a particular area or leader. Visits include discussions with staff and pupils, scrutiny of documentation such as that relating to safeguarding, walks around the school to see learning taking place and looking at pupils' books. Senior and middle leaders regularly make presentations to governors and minutes of meetings show that governors ask questions and challenge all leaders as appropriate. As a result of these monitoring systems, governors are well aware of the quality of teaching in the school, how all groups of pupils are progressing and how pupils and their families whose circumstances make them vulnerable are supported. They also rigorously ensure that all safeguarding processes are robust.
- The arrangements for safeguarding are effective. Leaders fulfil all statutory requirements and ensure that systems and processes are robust. All staff are fully trained and know what to do if they have any concerns about a pupil's safety or welfare. Staff liaise closely with parents and outside agencies to provide additional support as early as possible to secure pupils' welfare.

Quality of teaching, learning and assessment is outstanding

- Teaching is outstanding and ensures that pupils make rapid progress in their learning.
- Teachers work very effectively together in planning lessons, sharing ideas and discussing how they can keep on making learning even better for their pupils. Teachers use assessment information well to target work to meet the range of needs in their classes, including those needing additional support and the most able. As a result, they plan a wide range of activities that keep pupils engaged, hold their attention for extended periods of time and ensure that pupils are highly successful learners.
- Teachers and other adults ensure that classrooms provide a stimulating learning environment. Wall displays exemplify and celebrate pupils' achievements. They also provide information on the range of topics being studied and provide very useful reference points to support learning and the application of correct grammar, punctuation, vocabulary and mathematical operations.
- Typically, teachers and other adults in the classroom work very well together to ensure that all pupils are very well supported. Those needing help, such as pupils who have special educational needs or disability, those who speak English as an additional language and those joining the school mid-phase, are assisted to catch up quickly. Together, teachers and other adults quickly pick up and address any misconceptions. They question pupils well to help them think more deeply and this makes a strong contribution to the rapid progress that pupils make, especially the most able.
- Reading is taught very effectively. Staff are very well trained in the teaching of phonics (letters and the sounds that they make) which ensures that a love of reading is fostered right from the start in the early years. Teachers have focused sharply in recent years on helping pupils to work out and understand the meaning of a range of texts. This is leading to continuing improvements in the standards pupils reach. Pupils read in school every day and are given books to take home each week. Teachers guide pupils, including the most able, very well to ensure that they read suitably challenging texts, so that they make rapid progress from their starting points. The importance of reading is further reinforced by weekly visits in the early years to the local library where children read, and are encouraged to borrow books.
- The teaching of writing is highly effective. Across the school there is a consistent focus on learning and applying the rules of grammar, accurate punctuation and correct spelling. Pupils write for a wide range of purposes in their English books as well as in their topic books. The constant reinforcement of the expectations of high-quality writing and the wide range of opportunities to write ensure that pupils make rapid progress.
- The teaching of mathematics has improved and is now outstanding. Leaders correctly identified last year that there were some gaps in pupils' calculation skills. This was quickly addressed through effective training and changes to the programmes of study. Evidence in books shows that this has been highly successful. Together with ensuring that pupils get the basic skills right and the increasing opportunities to apply their skills to solve problems, teachers ensure that pupils make rapid progress from their starting points. The most-able pupils are challenged to apply their mathematical skills to solve increasingly complex problems.
- Teaching makes a significant contribution to pupils' personal development. Evidence in their books shows pupils learning, thinking and writing about varied topics such as different types of marriage including legal, forced and illegal; how to keep myself safe and understanding where a baby grows.

Personal development, behaviour and welfare are outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The inclusion team, which incorporates the family support worker, works seamlessly together and with outside agencies as appropriate. Together they ensure that any pupil having academic or social difficulties, or whose family circumstances make them vulnerable, is given extremely well-targeted support. They also provide effective support for the many pupils who join the school at other than the usual times. As a result, all pupils are helped to engage well in school life, develop their interpersonal skills and become highly successful learners.
- Robust systems are in place to track any absenteeism, including visits to pupils' homes. No pupil is removed from the school's admission register until their whereabouts has been fully checked.
- Every pupil joining the school mid-year is allocated a pupil 'buddy'. The 'buddies' readily befriend new arrivals and take responsibility for helping their friends integrate into the school.
- Pupils are given many opportunities to take on responsibilities. Representatives on the junior leadership team (JLT) are democratically elected to their posts. The JLT assists adults in the smooth day-to-day running of the school, for example ensuring that no-one is lonely in the playground.
- Pupils make a strong contribution to the local community and wider society. They raise funds for national charities and for the last two years pupils from the school have led the annual Newham carnival. Older pupils play musical instruments at the Central Park, Newham town show and entertain senior citizens.
- Pupils participate in a range of sporting activities and learn how to lead healthy lifestyles. The school uses the services of counselling professionals to support any pupils with mental health issues. Additionally, pupils develop skills that will help them be successful in adulthood. Every year, representatives of an international bank run a 'money week' programme in the school. Each class is supported in setting up a business, helping pupils to gain insight into how to use money responsibly.
- Parents and staff unanimously agree that the school is a safe place for children. Pupils told inspectors that adults always listen to their concerns and will help them if they have any problems. Pupils are taught about personal safety; posters remind them to be aware of, and to report, inappropriate contact, for instance. Older pupils have an age-appropriate understanding of the dangers of radicalisation and extremism. Internet safety is given a high profile in the school. Pupils are aware of how to keep themselves safe when using computers and social media.

Behaviour

- The behaviour of pupils is outstanding.
- In this highly diverse and multi-cultural school all get on exceptionally well. There is genuine tolerance and respect for all people no matter what their race, culture, religion or lifestyle.
- Pupils' behaviour in and around the school is exemplary. Inspectors witnessed how, on a rainy morning, pupils went straight to their classrooms, got out a book and read their books quietly. Pupils who arrived later showed consideration by tiptoeing to their seats so as not to disturb their classmates.
- Pupils' attitudes to learning are outstanding. Inspectors saw no low-level disruption in lessons and pupils confirmed that this is usually the case. No time is wasted. Pupils readily get on with their work and collaborate effectively in pairs and groups. Pupils take care with, and pride in their work.
- Pupils love coming to school. Strategies to improve attendance have been successful and it is now broadly average.

Outcomes for pupils are outstanding

- Pupils who are new to the country and have a limited knowledge of English take part in an intensive induction programme. They have additional language lessons and are immersed in language-rich classroom environments. Their mastery of English is therefore rapid and enables them to make themselves understood and to learn new subjects at the same rate as their classmates.

- Children join the early years with skills, knowledge and understanding that are much lower than is typical for their age, especially in language and communication, and social skills. By the time they join Year 1, children are ready to start following the national curriculum. The high quality of phonics teaching ensures that nearly all pupils meet the expected standard in the Year 1 phonics screening check. This represents outstanding progress from their starting points.
- In the 2015 tests, Year 2 and Year 6 pupils reached broadly average standards in reading, writing and mathematics. These published figures include a significant proportion of pupils that joined the school part way through the academic year, some with very limited English language skills and some without any prior experience of school. School records show that those who started key stage 1 having been in the school's Reception classes made rapid progress across key stage 1. Those who joined mid-phase also made rapid progress from their very low starting points, although they did not all quite reach the age-related expected standards.
- Pupils' rates of progress across key stage 2, for those who have attended the school since Year 2, have been significantly above average in reading, writing and mathematics for the last three years. Pupils who joined the school after that point, some during Year 6 from overseas, also made rapid progress from their respective starting points.
- Pupils currently in Years 1 to 6 are making outstanding progress in English, mathematics and other subjects. There are no significant gaps between the achievements of any group of pupils. This was confirmed by school records and by work seen in pupils' books.
- Pupils who have special educational needs, as well as those who speak English as an additional language, make rapid progress because of the well-targeted support that they receive.
- The most-able pupils make swift progress from their starting points as they are usually set appropriately challenging work. Teachers and adults often question them effectively to help them deepen their understanding. As a result, their rates of progress across key stage 2 are consistently higher than the most able nationally.
- The progress of disadvantaged pupils across the school is excellent. The 2015, Year 6 test results show that disadvantaged pupils made faster progress than others in school and others nationally in reading, writing and mathematics. Disadvantaged pupils currently on roll are making similarly rapid progress.

Early years provision

is outstanding

- Leadership of the early years is outstanding. The early years leader works closely with teachers and other adults to assess the learning and progress of every child in the setting robustly and continually. Information is used very effectively to plan appropriate activities to meet the needs of pupils in all areas of learning. Very effective teaching, particularly of reading, writing and mathematics, helps to ensure that all groups of children make rapid progress from their mostly very low starting points. As a result, the proportion of children who leave Reception with a good level of development and being well prepared for entry into Year 1 has risen year on year and is now well above average.
- Staff make themselves available to talk to parents every day about their child's learning and home experiences. Parents of children in the Nursery are encouraged to work alongside their children in school at the start of each day. Similarly, parents of children in the Reception classes are invited to read to their children in their classrooms every Friday.
- The indoor classrooms and outdoor areas provide stimulating learning environments that make children inquisitive and keen to explore. Inspectors saw children digging in the sand trying to discover buried animals, for example. Teachers and other staff are highly skilled. They consistently talk to children, immersing them in spoken English. They also question them and cajole them to undertake more challenging tasks. For instance, inspectors saw a boy piling 'bricks' on top of each other. The adult challenged the child to count the bricks and to work out how many there would be if he added or subtracted some. Thereafter, the adult called over another child and encouraged the two children to work together and build a wall, developing their social, collaborative and motor skills.
- Children respond very positively to the advice and guidance given to them by teachers. The writing, mathematics and topic work completed by children in Reception classes amply demonstrates the breadth of the curriculum and the rapid progress that children have made since September.

- Staff take great care of the children and, as appropriate, work with outside agencies to support them and their families. Children therefore feel very safe in this nurturing environment. Their personal development is excellent. They are encouraged to think and take responsibility for themselves. Their various cultures and home languages are celebrated and shared; children are helped to identify their family's origins on a world map. They take part in many enrichment activities and develop a clear understanding of the roles of people who help us, for example, through a visit to a fire station.

School details

Unique reference number	102744
Local authority	Newham
Inspection number	10001979

This inspection 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	682
Appropriate authority	The governing body
Chair	Seema Sarfaraz
Headteacher	Geoff Hadlow
Telephone number	020 8472 0761
Website	www.shaftesburyprimaryschool.hitssports.co.uk
Email address	info@shaftesbury.newham.sch.uk
Date of previous inspection	24 October 2013

Information about this school

- Shaftesbury Primary School is much larger than the average-sized primary school.
- Most pupils speak English as an additional language.
- Almost all pupils are from ethnic minority backgrounds with most being of Asian background.
- The proportion of pupils known to be eligible for support through the pupil premium is slightly above that found nationally. The pupil premium is additional government funding to support the learning of those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- An average proportion of pupils have special educational needs support. The proportion of pupils with a statement of special educational needs or an education, health and care plan is very low.
- The early years provision comprises two part-time Nursery classes and three full-time Reception classes.
- The proportion of pupils who join or leave the school at other than the usual times is high.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.

Information about this inspection

- Inspectors observed pupils' learning in 32 parts of lessons. Twelve of these observations were made jointly with members of the senior leadership team. Inspectors also listened to pupils read.
- Inspectors looked closely at the work in pupils' books to inform their judgements about their progress, attainment and the quality of teaching, learning and assessment.
- Inspectors met with three groups of pupils and spoke informally to other pupils in lessons and during breaks and lunchtimes.
- Meetings were held with members of the governing body, including the chair, and with a representative of the local authority.
- Inspectors examined a range of documentation such as that relating to pupils' attainment and progress, information about how teachers' performance is managed, and minutes of governing body meetings. They also looked at records and documentation about pupils' behaviour and attendance and the ways in which the school keeps pupils safe.
- Inspectors considered the views of parents gathered from the 63 responses to the online Ofsted questionnaire, Parent View, from informal conversations in the playground and from a parent who requested a meeting with inspectors. Inspectors also took account of the views of 63 members of staff who responded to the inspection questionnaire.

Inspection team

David Radomsky, lead inspector	Ofsted Inspector
James Robinson	Ofsted Inspector
Susan Ladipo	Ofsted Inspector
Margaret Warner	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

