

Inspection of a good school: Kobi Nazrul Primary School

Settles Street, Whitechapel, London E1 1JP

Inspection dates:

27–28 November 2019

Outcome

Kobi Nazrul Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to school very much. They find it friendly and welcoming. They enjoy their lessons and interesting trips, for example residential visits, trips to the theatre and the whole-school and community trip to the seaside. Pupils told me that they are learning more and more, and they are proud of this.

Leaders have high aspirations for pupils, helping them to manage their learning and their behaviour independently, from an early age. Pupils enjoy this responsibility. Behaviour in and outside classrooms is excellent. Parents told me that pupils are well behaved.

Pupils feel safe in school because they know that adults will look after them. They learn about how to keep themselves safe and trust adults to listen to them when they have a concern. Pupils say that they have become confident to talk about lots of different things and this helps them to know how to keep themselves safe and happy.

Pupils do not think bullying is a problem at this school. Pupils talk about bullying in lessons and assemblies and they know what to do if they have a concern. They know the adults in school will help them.

What does the school do well and what does it need to do better?

Leaders have thought carefully about what they want pupils to know and be able to do by the time they leave the school. Leaders make sure that pupils develop skills in reading, writing and mathematics which help them to learn well in other subjects too. They have very clear plans of how and what pupils will remember in all subjects and use from one year to the next.

Leaders expect teachers to introduce pupils to new knowledge by building on what they have already learned. Where this is working well, pupils achieve highly. For example, the early years provides children with a rich environment for building their skills and knowledge ready for Year 1. In art, pupils in all years have their own sketch book which

they take from one class to the next. This helps remind them what they have already learned. They explore the work of lesser-known artists and at the end of each year make portraits of themselves to take to their next class.

In a few subjects, leaders' plans do not show so clearly how learning in one aspect of a subject connects to another. In these subjects, pupils do not achieve as well as they could. Leaders are reviewing their plans accordingly.

Reading is given a high priority. Children start learning phonics in the Nursery Year. Teachers make sure that children practise their phonics knowledge regularly by reading books that match what they have learned. Pupils have access to high-quality texts. They enjoy reading story books and books about the topics they find interesting. Leaders provide specialist training so that staff identify when pupils are falling behind and what they need to do to catch up. Parents attend helpful workshops to help them support their child's reading at home.

Pupils have developed strong technical skills for writing. This starts in the early years where pupils independently write and draw about stories and their trips to the local area. However, some pupils do not use their grammar, punctuation and spelling skills to make their writing as clear and effective as it could be. Leaders are now focusing on enabling pupils to improve and apply these skills. Pupils' creativity is inspired when their teachers introduce them to different styles of writing and organise visits to spark their imagination. For example, pupils visited a real wood to give them new ideas for their own writing about Little Red Riding Hood.

Teachers carefully adapt their teaching to support pupils with special educational needs and/or disabilities (SEND) to make sure that these pupils achieve as well as others.

Leaders make sure that learning is interesting and fun. Pupils behave very well and have positive attitudes to their work. From the early years onwards, leaders help pupils to talk and think more deeply about what they are learning. Pupils are taught the skills needed to tackle bigger philosophical questions, for example the difference between culture and religion. Pupils become confident to express their thinking clearly and ask questions. Pupils enjoy this challenge. Pupils have the opportunity to take on important responsibilities through the school's 'Job Centre'. They are well prepared for the next stages in their education.

School leaders, governors and staff are ambitious for everyone in the school's community. They have a clear understanding of the school's strengths and the areas they want to improve further.

Safeguarding

The arrangements for safeguarding are effective.

The school has clear systems and processes for reporting concerns about pupils' welfare. Staff use these effectively and are provided with regular training to identify risks to pupils, including in the local area. Leaders respond quickly to any safeguarding concerns. They

work closely with parents to support their understanding of potential risks, for example online safety workshops, which are well attended.

Governors check the school's safeguarding processes regularly, which includes talking with pupils and staff and checking their understanding. Pupils learn how to keep themselves safe through lessons, assemblies and presentations by external agencies.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders provide teachers with a good level of guidance for the teaching of writing. This tells teachers what they should teach and when. The accuracy of pupils' writing has improved. Leaders should maintain their focus on strengthening pupils' achievement in writing by ensuring that pupils use their strong knowledge of grammar, punctuation and spelling to make their writing as clear and effective as possible.
- Teachers follow plans that set out what pupils must learn in each subject. Leaders recognise that in some subjects these plans need to give clearer guidance. Leaders should ensure that teachers' plans identify how knowledge and skills build between different aspects of a subject. This will ensure that pupils' learning becomes more secure.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Kobi Nazrul Primary School to be good in 3–4 February 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100940
Local authority	Tower Hamlets
Inspection number	10110460
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair of governing body	Avril Newman
Headteacher	Belinda King
Website	www.kobinazrul.towerhamlets.sch.uk
Date of previous inspection	3–4 February 2016

Information about this school

- Kobi Nazrul Primary School is a smaller-than-average primary school.
- The school does not use any alternative provision.
- The school has a Nursery class.

Information about this inspection

- I met with school leaders, including subject leaders and the special educational needs coordinator.
- I met with the chair and vice-chair of the governing board. I spoke to an adviser from the local authority.
- I considered the views of parents, including 22 parents who responded to Ofsted's Parent View survey.
- I considered how well leaders keep pupils safe
- I did deep dives in these subjects: reading, writing and art and design. I visited lessons with leaders in early years, key stage 1 and key stage 2 and looked at examples of pupils' work. I spoke with different groups of pupils, teachers and support staff and listened to pupils read. I also considered the quality of pupils' learning in other

subjects.

Inspection team

Nick Flesher, lead inspector

Ofsted Inspector

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