

# INSPECTION REPORT

## **ELIZABETH SELBY INFANTS SCHOOL**

Bethnal Green

LEA area: London

Unique reference number: 100908

Acting Headteacher: Ms. A. Oliver

Reporting inspector: Dr. B. Blundell  
23868

Dates of inspection: 20<sup>th</sup>-21<sup>st</sup> February 2002

Inspection number: 230509

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant School

School category: Community

Age range of pupils: 3-7

Gender of pupils: Mixed

School address: Old Bethnal Green Road

LONDON

Postcode: E2 6PP

Telephone number: 020 7739 6187

Fax number: 020 7739 6187

Appropriate authority: The Governing Body

Name of chair of governors: Ms. A. Ross

Date of previous inspection: November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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10144	Mrs M Marriott	Team inspector

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>12</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>13</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>14</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Elizabeth Selby Infants School is a school which has a wonderful working atmosphere for boys and girls, aged 3 to 7, situated in Bethnal Green, London. There are 228 pupils on roll, including 50 children in the Nursery. The ethnic background of the pupils is largely Bangladeshi, with a number of pupils having White U.K., Pakistani, Chinese, African and Caribbean heritages. One hundred and ninety six pupils have English as an additional language; the major languages spoken by these pupils include Sylheti, Bengali, Arabic and Somali. The percentage of pupils known to be eligible for free school meals is well above average. The percentage of pupils with statements of special educational needs is below the national average, but the proportion of pupils identified within the school as having special needs is average. The nature of pupils' special needs includes emotional, behavioural and speech difficulties. Pupil mobility is relatively high. Pupils' attainment on entry is well below average overall.

### **HOW GOOD THE SCHOOL IS**

The overall effectiveness of the school is very good. Standards in English and mathematics for pupils aged seven are average, the overall quality of teaching is very good, and leadership and management by the acting headteacher are very good. The school provides good value for money.

#### **What the school does well**

- Pupils are attaining standards that match national averages in reading, writing and science and above average standards in mathematics.
- The overall quality of teaching is very good.
- Leadership and management by the acting headteacher and senior management team are very good.
- Pupils' attitudes and behaviour are very good; relationships are excellent.
- The school includes all its pupils most effectively. It provides very well for all pupils, including those having special educational needs and those for whom English is an additional language.

#### **What could be improved**

- One of the two nursery classes is located in the nearby junior school, the other in a building adjacent to the main school; this leads to the nursery classes working in isolation from the rest of the foundation stage.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in November, 1997. The overall quality of teaching has improved. Standards of attainment have been maintained. The key issue regarding child protection procedures has been fully met. The numeracy scheme has been fully implemented. The quality of teaching in Year 1 has greatly improved. Registers are now completed consistently. Design and technology has improved appropriately. The school now assesses pupils' attainment appropriately on entry to Reception. The school has made good improvement since the last inspection.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	C	C	E	A
Writing	C	B	C	A
Mathematics	A	A	D	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards attained by pupils aged 7 in 2001 were well below the national average in reading, below average in mathematics, and average in writing. That particular cohort of children had particularly low levels of attainment when they entered Reception in 1998, being well below the Tower Hamlets average. Compared to schools of a similar type, pupils' attainment was well above average in reading, writing and mathematics. Over the three years from 1999 to 2001 taken together, pupils have left the Infant phase with standards just behind pupils nationally in reading, half a term ahead in writing and nearly a term ahead in mathematics. The school's targets are appropriately ambitious. In the work seen during the inspection, standards for pupils aged seven were average in English and science, and above average in mathematics. For pupils aged seven, standards in design and technology were above national expectations; in information and communication technology, history, physical education, geography and art and design, standards met national expectations. There was insufficient evidence to judge standards in music. Standards in religious education exceed the requirements of the local agreed syllabus. Children aged five are generally on course to meet the majority of the Early Learning Goals. (The Early Learning Goals are the nationally expected standards for children at the end of the Foundation Stage.) Pupils' achievement is very good overall. Standards at this school are now sufficiently high.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good indeed; they are extremely enthusiastic and come with happy, smiling faces. They want to learn.
Behaviour, in and out of classrooms	Behaviour in class and around the school is very good.
Personal development and relationships	Relationships are excellent. Opportunities for pupils' personal development are very good. Pupils are given appropriate responsibilities; for example, as seating monitors in the school assemblies.
Attendance	Whilst attendance levels are below national averages, they are improving. The school is working hard to improve them further.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Very good	Very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The overall quality of teaching is very good. The quality of teaching in English and mathematics is very good. Strengths in teaching include the planning and high expectations seen in most classes. Teachers and classroom support assistants work very well together. A relative weakness is a lack of sufficiently co-ordinated planning between the nursery classes and with the reception classes. The skills of literacy and numeracy are well taught. The school meets the needs of all its pupils very well. Particular strengths in pupils' learning include their interest and concentration.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are satisfactory in the foundation stage and very good in the infant phase.
Provision for pupils with special educational needs	This is very good throughout the school. Pupils' individual education plans have well focused targets. Special needs provision is provided as early as possible.
Provision for pupils with English as an additional language	This is very good throughout the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good overall. Provision for pupils' spiritual development is good, and for their moral, social and cultural development, it is very good.
How well the school cares for its pupils	The school cares for its pupils very well.

The school works very well in partnership with parents.

A particular strength in the curricular opportunities offered to pupils is the school's work in numeracy. All areas of the curriculum meet statutory requirements. The school's procedures for child protection are very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership by the acting headteacher and senior management team is very good.
How well the governors fulfil	The governors fulfil their responsibilities well.

their responsibilities	
The school's evaluation of its performance	The school's evaluation of its performance is very good indeed.
The strategic use of resources	The use of resources is very good.

A particular strength in leadership and management is the calibre of the senior management team, which consists of the acting headteacher, deputy headteacher, mathematics co-ordinator and special educational needs co-ordinator. The school's senior administrative officer and clerical assistant are both very pleasant and competent, and help ensure the smooth running of the school. The caretaker and cleaners ensure that the school is kept in a sparkling condition. The small gardens are well maintained by the gardener, who involves pupils appropriately in their upkeep. The school applies the principles of best value very well.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Behaviour in the school is good.</li> <li>• Teaching is good.</li> <li>• The school expects their children to work hard.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents would like to see a greater range of extra-curricular activities.</li> <li>• Some parents would like to see a greater amount of homework.</li> </ul>

The inspection team agrees with parents' positive views; it finds that both the range of extra-curricular activities and the level of homework are satisfactory. Nonetheless, the school is giving great thought to providing parents with the opportunity to obtain more work for use at home.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

#### **Pupils are attaining standards that match national averages in reading, writing and science, and above average standards in mathematics**

1. National test results over the last three years taken together have been close to national averages. In reading, pupils have left the school just behind pupils nationally, but in writing they have been half a term ahead of pupils nationally. In mathematics, they have been nearly a full term ahead of pupils nationally. This is despite the fact that pupils enter the school well below average. Pupils make very good progress in all areas.
2. Compared with children in similar schools, pupils at Elizabeth Selby do extremely well in their tests. In 2001 for example, results were well above average in reading, writing and mathematics. This particular year group performed particularly poorly in their assessments when they entered Reception classes in 1998. They have therefore achieved very well indeed by the age of seven.
3. In the work seen during the inspection, standards in reading, writing and science for pupils aged seven were average; they were above average in mathematics. Pupils at this school are particularly strong in mathematics. They are attaining well in their work on number and mental mathematics, in particular. Their attainment is greatly helped by the fact that they are expected to use correct mathematical vocabulary from an early age. Opportunities for extended writing in literacy are well developed in religious education but are otherwise lacking.
4. The majority of pupils at Elizabeth Selby have English as an additional language. It is a great achievement for all concerned that they leave the school at the age of seven with standards in reading and writing broadly matching national averages.

#### **The overall quality of teaching is very good.**

5. In approximately two thirds of the lessons seen in the inspection, the quality of teaching was either very good or excellent. Teaching in all except two of the other lessons was good; in those two lessons it was satisfactory. This school has a particularly gifted and hard working group of teachers. Between them, they create a wonderful learning atmosphere and subscribe fully to the school's motto, "Encouraging Success For Everyone." A very positive feature is that pupils and teachers are all on first name terms with one another. Despite the young age of the pupils, teachers treat them as equals. They are never disparaging; rather, they are encouraging. They praise pupils for their efforts, and often tell pupils *how much cleverer they are than their teachers*. Teachers are very secure in their relationships with pupils and do not feel that they have to "keep their guard up." For example, in a very effective numeracy lesson for a mixed age class of Reception, Year 1 and Year 2 pupils, the teacher and bilingual assistant had a lively rapport with the pupils. The teacher asked Reception children to fill in the gap in the pattern, - 17 18 19. When a child responded with the answer 16, the teacher asked with a look of consternation, "How did you get that?" She turned to the bilingual assistant and asked, "Could you do that?" The assistant played her part well, and said, "No, Liz, I've no idea how to do that." The teacher then asked the child if he could **please** explain to everyone how he had arrived at the answer. This opened the opportunity for the child to tell the whole

class how it was done. In such a process, the child's self-esteem is boosted tremendously and very good learning takes place by others in the class.

6. Teachers plan their lessons very well. Planning between classes having pupils of the same age is very good overall, although it could be improved between the two nursery classes. In a very good lesson in literacy for Reception children, the lesson plan had a clear focus on maximising the learning of "high frequency" words.
7. Class management is a strength of the school. Teachers and support assistants work very hard together to establish effective classroom routines, so that time can be used for *learning* rather than *child-minding*. In an excellent Year 2 literacy lesson, in which the teacher used a story from India to develop pupils' language skills, the class routines were exceptionally effective.
8. One of the secrets of success at Elizabeth Selby is that lessons are made as enjoyable as possible. For example, in a Year 2 numeracy lesson, the teacher used an imaginary tennis racquet to "bat" questions to pupils at a brisk pace. The pupils thoroughly enjoyed using their imaginary "bats" to send the answers back as rapidly as possible. In a short space of time, pupils had answered a great many questions, but didn't realise that they were working so hard. Similarly, in an excellent Year 1 design and technology lesson, the pupils thoroughly enjoyed looking at a model of the school and recognising the mathematical shapes clearly visible in its construction. They then used what they had learned to construct their own model houses; these houses had to be more solid than the ones that "The Three Pigs" had lived in!
9. The degree of challenge in lessons is nearly always high. However, in a numeracy lesson for children in one of the nursery classes, all the children were given the same task and the level of challenge could have been greater.

#### **Leadership and management by the acting headteacher and senior management team are very good**

10. The acting headteacher commenced her duties at the school in January 2002. She has worked very hard indeed to prepare the school for its inspection. Her leadership is first class. She has worked well with the very effective senior management team, which comprises the deputy headteacher, the mathematics co-ordinator and the special educational needs co-ordinator.
11. The management team, as well as being dedicated, are all very good teachers. They lead by example. Teachers have been monitored by members of the senior management team and given worthwhile feedback, *because the senior management team knows exactly what constitutes good teaching*.
12. The acting headteacher has done much work in analysing the success rates in national tests of different ethnic groups. This enables support to be given in just the right areas. The governing body is both supportive and able. Whilst the school had a large surplus in its budget last year, that is forecast to halve this year.

#### **Pupils' attitudes and behaviour are very good; relationships are excellent**

13. Pupils' attitudes to school are very good indeed. They love coming to school and it shows in their happy, smiling faces. Sulky faces are a great rarity at Elizabeth Selby. Pupils *want* to learn.

14. Behaviour is very good and there is an absence of oppressive behaviour, sexism or racism. Pupils look after one another and are given appropriate responsibilities. For example, when you go into assembly, you are shown to your seat by a seat monitor. This, again, boosts pupils' self-esteem.
15. Relationships, both between pupils themselves and those with their teachers and other adults, are excellent and are a real strength of the school.

**The school includes all its pupils most effectively; it provides very well for all pupils including those having special educational needs and those for whom English is an additional language.**

16. All pupils are included fully at the school, whatever their background. Systems for ensuring that this happens are so subtle as to be invisible. Everyone ensures that all children are included in everything as a matter of course.
17. Provision for pupils with special educational needs is very good. The special educational needs co-ordinator is a capable teacher, who works well with other teachers to ensure that pupils are supported whenever necessary. Pupils' individual educational plans are regularly reviewed and contain sharply focused targets. A particular feature of special needs provision is that need is identified and support is provided at as early an age as possible.
18. Provision for pupils having English as an additional language is very good. It is funded by the Ethnic Minorities and Travellers' Achievement Grant. The co-ordinator is an effective teacher, and she assesses levels of English throughout the school. Targets are set, shared with the class teachers and reviewed termly. Support occurs wherever possible in class, rather than in withdrawn groups.

#### **WHAT COULD BE IMPROVED**

**One of the two nursery classes is located in the nearby junior school, the other being in a building adjacent to the main school; this leads to the nursery classes working in isolation from the rest of the foundation stage.**

19. The accommodation provided for children in the nursery classes inhibits regular day-to-day liaison between them. Additionally, because both classes are separate from the main school building, liaison with the reception classes is less favourable than it could be. Planning between the nursery classes is not as effective as it could be. It is far from ideal that one of the nursery classes is not even located in an Elizabeth Selby classroom. Children in this classroom do not have direct access to toilet provision. This is unsatisfactory.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

20. In order to improve the school further, the headteacher, senior management team and governing body should
  - (1) ensure that the nursery classes do not work in isolation from each other and from the rest of the foundation stage by making sure that, in the first place, regular planning meetings occur. (Para 19) .

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	10	6	2	0	0	0
Percentage	22	44	27	7	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	50	178
Number of full-time pupils known to be eligible for free school meals	0	113

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	7	43

English as an additional language	No of pupils
Number of pupils with English as an additional language	196

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	18

### Attendance

#### Authorised absence

	%
School data	7.6

#### Unauthorised absence

	%
School data	1.8

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### **Attainment at the end of Key Stage 1 (Year 2)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	38	27	65

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	26	31	31
	Girls	26	27	26
	Total	52	58	57
Percentage of pupils at NC level 2 or above	School	80 (83)	89 (90)	88 (91)
	National	84 (83)	86 (84)	91 (90)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	28	31	27
	Girls	27	25	26
	Total	55	56	53
Percentage of pupils at NC level 2 or above	School	85 (88)	86 (88)	82 (91)
	National	85 (84)	89 (88)	89 (88)

*Percentages in brackets refer to the year before the latest reporting year.*

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	6
Black – other	5
Indian	0
Pakistani	1
Bangladeshi	93
Chinese	1
White	24
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	10.7
Number of pupils per qualified teacher	16.6
Average class size	25.4

#### **Education support staff: YR – Y6**

Total number of education support staff	10
Total aggregate hours worked per week	204

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	25
Total number of education support staff	5
Total aggregate hours worked per week	100
Number of pupils per FTE adult	7

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Financial information**

Financial year	2000/01
	£
Total income	723,577
Total expenditure	725,391
Expenditure per pupil	2,867
Balance brought forward from previous year	67,913
Balance carried forward to next year	66,099

FTE means full-time equivalent.

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	228
Number of questionnaires returned	63

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	17	0	2	0
My child is making good progress in school.	67	29	0	0	5
Behaviour in the school is good.	76	19	3	0	2
My child gets the right amount of work to do at home.	33	38	11	6	11
The teaching is good.	71	25	0	0	3
I am kept well informed about how my child is getting on.	59	27	6	2	6
I would feel comfortable about approaching the school with questions or a problem.	60	30	2	0	8
The school expects my child to work hard and achieve his or her best.	75	19	2	0	5
The school works closely with parents.	56	33	3	0	8
The school is well led and managed.	62	29	0	0	10
The school is helping my child become mature and responsible.	63	24	5	0	8
The school provides an interesting range of activities outside lessons.	32	29	11	2	27