

# Globe Primary School

## Inspection report

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<b>Unique Reference Number</b>	100902
<b>Local Authority</b>	Tower Hamlets
<b>Inspection number</b>	307523
<b>Inspection dates</b>	6–7 February 2008
<b>Reporting inspector</b>	Gordon Ewing

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

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<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 on roll</b>	
School	353
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr J Edwards
<b>Headteacher</b>	Ms M Maxwell
<b>Date of previous school inspection</b>	2 June 2003
<b>School address</b>	Gawber Street Bethnal Green London E2 0JH
<b>Telephone number</b>	020 8980 1738
<b>Fax number</b>	020 8983 0601

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Globe is a larger than average primary school serving an area of wide cultural diversity with some areas of high social deprivation. The number of pupils eligible for free school meals is above average. The percentage of pupils from minority ethnic groups is high. Two thirds of pupils have Bangladeshi origins. Over three quarters of pupils have a first language that is believed not to be English. The number of pupils with learning difficulties and disabilities is well above that found in most schools. The school hosts a 30-place local authority special needs facility for pupils with speech, language and communication needs. A well above average number of pupils start or leave the school at other than the expected times. The school has been awarded Healthy Schools status and Activemark award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Globe Primary is a good school with some outstanding features. It is led by an outstanding headteacher who ensures that the school is fully inclusive and going from strength to strength. The school receives the overwhelming support of parents who hold the school and its leadership in high regard. One parent wrote, 'Globe Primary is a very good school that maintains good practice on all levels'. Equally, pupils thoroughly enjoy coming to school, have very good attitudes to learning and demonstrate excellent behaviour. As one pupil said, 'I love this school.'

Pupils' achievement is good. They make good progress because they are taught well and make the most of their lessons by cooperating well and working hard. Children join the Nursery with skills that are well below expectations for their age. Good teaching in the Foundation Stage ensures that children achieve well. By the time they transfer to Year 1, standards are below average but with particular strengths in communication, language and literacy skills. In 2007 standards at the end of Year 2 were average in writing but below in reading and mathematics. Current standards are improving because the school has rightly focussed on improving key skills in literacy. Consequently, pupils are making better progress and are on track to achieve average standards by the end of Year 2. In 2007 standards in Year 6 were average in English, above average in science and below average in mathematics. Current standards are rising and pupils are making outstanding progress in English and science but variable progress in mathematics because the level of challenge and pace in some mathematics lessons is inconsistent.

Pupils' personal development and well-being are outstanding. The school's very positive ethos and supportive culture encourages pupils to work collaboratively and to succeed in their lessons and play. Pupils with learning difficulties and disabilities and those for whom English is an additional language make rapid progress because they receive excellent support from all staff and their peers. The integration of pupils from the language development facility brings added benefits and all pupils show great respect, sensitivity and care to one another. Pupils have a strong sense of right and wrong and talk with great confidence about how to maintain a healthy lifestyle. The pupils, through the school council, contribute greatly to the quality of life in the school. The academic and social skills developed in their lessons help prepare them effectively for their future lives. Care and support are outstanding. Academic guidance is satisfactory. While teaching is good overall, pupils are not consistently aware of their learning targets and teachers' marking does not provide effective guidance in how to improve. The curriculum meets the needs of pupils well and enrichment activities, especially music, are a strength.

Leadership and management are good overall. The headteacher has initiated many successful improvements by directly involving all stakeholders to create comprehensive commitment and clear direction for the future. Her focus on respect, enjoyment and achievement has a very positive impact on outcomes for pupils. There is a clear collective spirit and all staff strive to ensure that pupils achieve well. Governors are committed, well informed and have a good understanding of the school's strengths and weaknesses. However, they are not, as yet, systematically monitoring the work of the school and its impact on outcomes for pupils. Given its track record to date and the improving standards, the school has a strong capacity to improve.

## Effectiveness of the Foundation Stage

### Grade: 2

Children enter the Nursery with skills that are well below expected levels, especially in communication, language and literacy. A large majority have very little knowledge of the English language. They make outstanding progress in the Nursery because teaching is highly motivational and expectations are high. Children in Reception make good progress. However, the lack of direct access from Reception to an outside area limits children's opportunities for learning and developing skills in outdoor play. Very good relationships and the provision of a secure environment are strengths. Staff work hard to engage parents as partners in their children's education and parents support their children very well. The teamwork of teachers and support staff is very strong and they plan well together, rightly emphasising the development of language skills as well as personal, social and emotional development. Teachers plan an exciting range of activities that interest the children and help to take the learning forward. Children's behaviour is outstanding because they feel safe and happy and expectations are clear. The Foundation Stage is very well led and managed and provides a secure and happy start to children's future education.

### What the school should do to improve further

- Raise standards in mathematics to those levels achieved in English and science.
- Improve teachers' marking and target setting so that pupils receive more frequent and effective guidance on how to take the next step in their learning.

## Achievement and standards

### Grade: 2

Pupils make good progress as they move through the school and standards are rising because the school has rightly focussed on improving standards in literacy. Within this positive picture progress is slower in Years 1 and 2 since the number of pupils joining and leaving, other than at expected times, is significantly higher. Current standards throughout the school are improving particularly in English and science. However, standards in mathematics, though improving, lag behind because pupils' problem solving skills are under-developed and the impact of recent training in the teaching of mathematics has yet to bear fruit. Pupils with learning difficulties and disabilities and those for whom English is an additional language receive well-targeted and consistent support so make good progress.

## Personal development and well-being

### Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. Cultural differences are greatly valued and respected, reflecting the school's very inclusive culture. Pupils think very carefully about their learning and have a strong sense of team work, being very sensitive to each other's needs. This is readily evident in their willingness to support several charities and to celebrate each others' qualities and backgrounds. As one pupil commented, 'We are a strong, well built team'. Attendance is good and has improved each year because the school has rigorous strategies in place to ensure good attendance and punctuality. Relationships across the school are excellent. Bullying is rare and quickly addressed because the school's FAB squad act swiftly and constructively to resolve potential issues. Pupils feel very safe and very well supported by all staff. The school council makes an outstanding contribution to the school community and

beyond. They have improved the school uniform and established an effective policy on packed lunches, which they monitor vigorously and with sensitivity. Pupils' very positive attitudes, increasing competence in basic skills, especially in literacy, and their ability to work collaboratively prepare them for their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good overall and outstanding in the Nursery. This leads to effective learning, especially in English and science. Pupils of all abilities know what they are expected to learn because it is explained clearly to them in lessons. In the best lessons, teachers' good subject knowledge lends confidence to their style of teaching, and questioning is used skilfully to draw upon pupils' ideas. Resources are well used and a consistently high quality learning environment is created through displays in classrooms and around the school. Support staff are trained and deployed well so that pupils for whom English is not their first language, and those with speech, language and communication needs, receive the support they need. The school recognises that boys do not always do as well as girls, and has put measures in place to address this so that now the gap is closing significantly. Parents' involvement in their children's education has a very positive effect on attitudes and progress and pupils' behaviour is exemplary. Relationships, based on mutual respect, are a key feature of the school's success.

### **Curriculum and other activities**

#### **Grade: 2**

Overall the curriculum is broad, balanced and offers a good range of stimulating activities to engage pupils, both in and out of lessons, and to enable them to achieve well. Good planning builds well on their previous learning. There is a good range of art projects, musical and sporting activities and educational visits, which bring added breadth and experience to their learning and promote cultural diversity. As one pupil said, 'The trips help our independence and we see the world in a different way.' The provision for literacy, science and information communication technology is good and has a clear impact on the standards they achieve. In mathematics pupils are not competent in applying problem solving skills in investigations and consequently they make less consistent progress. Teachers' lesson planning does not consistently cater for these skills and so opportunities are missed for pupils to use them effectively. The school has initiated training to address this issue. The curriculum for pupils with learning difficulties and disabilities is very effective and well-targeted interventions are regularly monitored and contribute significantly to the good progress they make.

### **Care, guidance and support**

#### **Grade: 2**

All pupils receive outstanding care and support and academic guidance is satisfactory. The staff and governors comprehensively fulfil their responsibilities in ensuring that pupils are safe. Staff are regularly trained in child protection procedures and health and safety requirements are fully met.

Parents and pupils are overwhelmingly positive about the care saying that 'every child is looked after individually.' Staff have excellent opportunities to extend their expertise, which in turn has a positive impact on the level of support and care for all pupils. The clear focus in supporting

pupils with language impairment is reflected in the high and successful focus on language and literacy throughout the school and, therefore, all pupils become confident and effective learners.

Progress for pupils is tracked very carefully, with teachers showing a good understanding of the progress that pupils make. Academic guidance is, however, still inconsistent throughout the school and most pupils do not confidently know their learning targets. Teachers' marking rarely gives advice to pupils on how to take the next step in their learning. As a result opportunities are missed to develop key independent learning skills.

## **Leadership and management**

### **Grade: 2**

Leadership and management throughout the school are good. The headteacher, whose leadership is outstanding, has created a common sense of purpose among staff and the wider school community. Everyone is clearly focused on the motto: 'At Globe our aim is for children to be happy, enjoy learning, and achieve their best.' Very effective systems for monitoring teaching and learning enable senior staff and subject leaders to know the school's main strengths and weaknesses well. There are growing strengths in the work of subject leaders and the senior management team is successfully tackling weaker aspects of the pupils' achievements, most notably in writing and mathematics. Excellent links with highly supportive parents and outside agencies promote community cohesion very effectively. Governors support the school well, but do not currently have consistent procedures in place to monitor the school's work on a day-to-day basis. The school has a healthy budget carry forward and has approved plans in place to enhance the outdoor play facilities in the Foundation Stage. The school provides good value for money.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

14 February 2008

Dear Pupils

Inspection of Globe Primary School, London, E2 0JH

You will remember that we visited your school recently to see how well you and your teachers are working. We would like to thank you for making us feel so welcome and for sharing your views about your lessons and your school. This letter sets out what we found out about your school.

Your school is improving and provides you with a good education. Some features of your school are outstanding. Things that you do well are:

- you enjoy coming to school and your behaviour in lessons and around school is excellent
- your headteacher has worked hard to support staff so that your lessons are interesting, challenging and fun
- standards are rising and you are making good progress, especially in English and science
- you say you are very safe at school and feel confident in approaching staff if you have a problem
- your personal development is outstanding because all the pupils and adults at the school make a strong team and help you grow as individuals and excellent future citizens
- the School Council and FAB Team are helping to make the playground a fun, safe and interesting place in which to play as well as improving the choices you make to maintain a healthy lifestyle.

We have asked your headteacher, staff and governors to improve your school further by:

- raising standards further in mathematics
- setting you clear targets and marking your work carefully giving you help on how to learn even more.

We ask you to continue to concentrate in your lessons and play your part in helping your teachers to make Globe Primary an even better school.

Kind regards,

Gordon Ewing

Lead Inspector