

# Kobi Nazrul Primary School

## Inspection report

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<b>Unique Reference Number</b>	100940
<b>Local Authority</b>	Tower Hamlets
<b>Inspection number</b>	307530
<b>Inspection dates</b>	23–24 June 2008
<b>Reporting inspector</b>	Martin Beale

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	246
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Masoom Chowdhury
<b>Headteacher</b>	Ms Wendy Hick
<b>Date of previous school inspection</b>	1 December 2003
<b>School address</b>	Settles Street Stepney London E1 1JP
<b>Telephone number</b>	020 7375 3626
<b>Fax number</b>	020 7247 5390

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

More than three-quarter of the pupils in this average sized school are from the Bangladeshi community just to the east of the City of London, and all but a very few have a home language other than English. Half of the pupils are eligible for a free school meal. The proportion of pupils needing additional support with literacy is below average. The headteacher has been in post for five terms, following a period when the post was filled on an acting basis. The school has gained the Basic Skills Quality Mark, Investors in People, 'Healthy Schools' status and the 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

This is a good school. It is improving rapidly under the astute and highly effective leadership of the headteacher. The school plays a central role in community life, and it has developed highly effective links with others that contribute much to the pupils' learning. Parents are pleased with how the school takes care of their children and are increasingly involved in school life. It is a happy school, which is increasingly meeting its aim of helping all pupils to achieve their best.

The pupils' good and improving achievement comes from effective teaching and rigorous checking of their progress. By setting challenging targets, the headteacher has focused everyone's work on how these can be achieved. Pupils make good progress from their low starting points so that standards are average by the time they leave Year 6. Writing is the weakest aspect, particularly the pupils' use of sentence structure. The school's priority is to develop their speaking and listening skills in order to improve their vocabulary, although this initiative is at an early stage, and is yet to result in sustained improvement. In addition, the consistency of teachers' marking and feedback to pupils on how to meet their personal targets varies, in particular, but not solely, where writing is concerned.

The circumstances of each pupil are known well. Pupils trust the staff, and are willing to ask for help, because they are confident that any problems will be properly dealt with. Pupils feel safe and say that the school resolves any incidents quickly. They relate well to each other and show consideration and respect for others. Pupils learn how to develop constructive relationships through the models presented by all staff, and they behave well. Their regular attendance and positive attitudes to work reflect their enjoyment of their experiences in school. They are keen to learn and come into school ready to take part in all activities available to them. Teachers generally make learning interesting and make sure that the pupils' creativity is developed, such as when working with theatre groups and through the vividly remembered puppet making week. Through the emphasis on sport and the promotion of healthy eating, pupils develop an outstanding understanding how to lead a healthy lifestyle.

The school makes a considerable contribution to community life and is committed to helping all pupils and their families. The school draws extensively on the local area to extend pupils' learning. The expertise of visitors from other schools and colleges enhances their enjoyment of sport and music through a wide range of extra-curricular activities. Pupils have a strong sense of community and a good understanding of rights and responsibilities. They are polite, and healthily inquisitive. Combined with their good academic progress, these qualities prepare them well for later life.

The headteacher has made a very considerable difference since her appointment, ending a period of some instability in leadership. Together with senior staff and governors, she has a sharp understanding of the school's qualities. The headteacher strives to get the best out of her staff and to develop them as better practitioners by ensuring that further training meets their personal goals and seeking outside support if needed. The current priority of building leadership skills amongst others to sustain recent developments is the key to the school's good capacity to improve.

## Effectiveness of the Foundation Stage

### Grade: 2

Children start their schooling well in the Nursery and Reception classes. They are happy and enthusiastic about learning. Children make good progress in all areas of their learning from skills on entry that are generally well below those expected for their age, particularly in aspects of literacy and their personal development. On leaving Reception, many reach the goals expected, but with some weaknesses in their writing. Immersing children in an environment rich in language is a significant factor in their growing confidence and the development of their literacy. The children are increasingly independent and learn how to make sensible choices and take their turn as they work together. Provision is improving under the guidance of the recently appointed Foundation Stage leader. The learning environment, including the outside classrooms has received much attention, although role-play areas are neither stimulating nor interesting enough to seize and retain the children's imaginations. The adults in the team work well together, with support staff beginning to take greater responsibility for planning and checking on the children's learning.

### What the school should do to improve further

- Raise achievement in writing by improving the pupils' sentence structure and broadening their use of vocabulary.
- Use targets, feedback to pupils and marking more effectively to support learning.

## Achievement and standards

### Grade: 2

Pupils build well on the firm foundations laid in the Foundation Stage by making good and accelerating progress during the rest of their time at the school. Pupils identified as needing extra help, particularly with their literacy often make considerable progress because they receive sharply focused support and guidance. Consequently, many cease to be a cause for concern. Assessment results for Year 2 pupils have varied over the last few years. A decline in 2007 has been more than reversed this year through effective teaching. Standards have risen in reading, and sharply so in mathematics, to be broadly average. However, they have fallen in writing and remain low. The sharp improvement in English test results for Year 6 pupils seen last year has not quite been maintained this year. Rising standards in mathematics have more than made up for a fall in 2007 thanks to action to meet the school's challenging targets for these pupils. As at Year 2, pupils' weak skills in writing hold down the possibility of higher standards in English and so is the major focus for attention of the school.

## Personal development and well-being

### Grade: 2

The pupils contribute considerably to the happy atmosphere in the school and say that they really enjoy school. This view is strongly supported by their parents. The pupils try hard in lessons, although they sometimes lose concentration when teaching fails to interest them. Pupils know how to keep themselves and others safe. While some parents expressed concern about behaviour, pupils say that systems introduced by the headteacher to improve behaviour have worked. Pupils readily carry out a range of responsibilities such as acting as 'Playground Friends' and 'Junior Road Safety Officers'. They are proud of the difference they make through the School Council, which has helped introduce the healthy tuck shop and the wild life garden.

Pupils are also involved in the wider community and regularly take part in fund-raising activities. These strengths contribute to the pupils' good spiritual, moral, social and cultural development.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

A sharp focus from the headteacher on making sure all pupils meet their targets has led to teaching becoming more effective this year. There is some variation in quality, but this is set against a backdrop of much good teaching. Pupils respond with interest in most lessons because teachers make classrooms interesting places in which to learn. Teachers adapt methods to suit the pupils' different learning needs, and use the interactive whiteboards creatively as a tool to help learning and put across new ideas clearly. Pupils enjoy working and sharing thoughts with their 'talk partners'. Teachers question carefully to draw out the pupils' ideas, but this is not consistently successful because they do not always expect enough from their responses. Teachers deploy teaching assistants well, enabling them to make a major contribution to the learning of individuals and small groups.

### **Curriculum and other activities**

#### **Grade: 2**

The developing curriculum is contributing well to the pupils' improving achievement, with the development of writing through more opportunities for speaking and listening, a priority. The focus on key skills is balanced by linking learning across subjects. This is at an early stage and identified by the headteacher as an area with scope for further work. Individual programmes are effective in helping pupils needing extra literacy support, and the experiences of pupils with particular talents are extended well. Pupils' experiences are greatly enriched by additional activities including visits to theatres and places of interest. There is a good emphasis on developing pupils' personal and social skills. Pupils have healthy attitudes to keeping fit, benefitting from the excellent range of opportunities for exercise, including fencing and regular swimming.

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

#### **Grade: 2**

The care and welfare of the pupils is at the heart of the school's work. All systems are secure, and procedures for safeguarding children meet requirements. Good facilities are provided to support the needs of disabled pupils. Vulnerable children are closely monitored and the learning mentor works closely with staff, parents and other agencies to ensure that the needs of individual pupils are properly planned for and met. Support for parents through activities provided in school has greatly increased of late. The tracking of pupils' progress is regular and thorough, and additional strategies are in place to support those who are underachieving. Where marking of pupils' work is most effective, teachers provide helpful advice on how to improve, but too often this is not the case.

## Leadership and management

### Grade: 2

The headteacher and governors have a shared vision that everyone can achieve by identifying and breaking down any barriers to their learning. They have high aspirations for pupils, something increasingly shared by all staff. Targets are challenging and used to focus everyone's mind on how to raise achievement. By checking progress carefully, the headteacher is able to identify where pupils are not keeping up, and put in place strategies to help them meet their individual targets. This is a key factor in the improved achievement since her arrival. Other members of staff are playing an increasingly prominent role, even though they have been in post for only a short while. Each has areas where the headteacher is developing their expertise and role, so they can make an even more effective contribution to improving the school. Governors are led well and balance support for the school with challenge in equal measure.

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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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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

03 July 2008

Dear Pupils

Inspection of Kobi Nazrul Primary School, London, E1 1JP

You will probably remember that inspectors visited your school not too long ago and I am now writing to let you know what we found out. Before I do, I would like to say 'thank you' for making us feel welcome and for being so ready to share your thoughts about your school. We had a chance to talk with many of you and I have told your teachers how you were very helpful and polite. Through our discussions with you, it was great to hear how much you enjoy school. I hope the Nursery and Reception children enjoyed their trip to the farm. It was also good to hear about how safe you feel in school and that there is always someone to talk to if you are worried. Your attendance is good. Keep it up!

Kobi Nazrul Primary is a good school with several impressive things about it. Teachers and support staff care for you well and make learning enjoyable through the clubs and other activities. The school is particularly good in helping you to keep fit and healthy. Teachers and other staff make learning challenging and interesting. This helps you to achieve well. Many of you reach the standards expected of you by the time you leave and some of you do better than this. The support for those of you who find learning difficult is very good at helping you to catch up.

Even a good school like yours can get even better. We have asked your teachers to help you to improve your writing and to give you all a clearer picture about how you can improve more rapidly by using targets and marking to improve your learning.

Ms Hick, the staff and governors want the school to continue to be successful and we know you will play your part by continuing to behave well, attending regularly and working hard. We wish you every success in your future.

Yours sincerely

Martin Beale

Lead Inspector