

Elizabeth Selby Infants' School

Inspection report

| | |
|--------------------------------|------------------|
| Unique Reference Number | 100908 |
| Local Authority | Tower Hamlets |
| Inspection number | 335618 |
| Inspection dates | 11–12 March 2010 |
| Reporting inspector | Ruth McFarlane |

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

| | |
|--|---|
| Type of school | Infant |
| School category | Community |
| Age range of pupils | 3–7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 252 |
| Appropriate authority | The governing body |
| Chair | Sarah Kinsella |
| Headteacher | Tej Stride |
| Date of previous school inspection | 17 January 2007 |
| School address | Old Bethnal Green Road Bethnal Green London E2 6PP |
| Telephone number | 020 7739 6187 |
| Fax number | 020 7729 8747 |
| Email address | head@elizabethselby.towerhamlets.sch.uk |

| | |
|--------------------------|------------------|
| Age group | 3–7 |
| Inspection dates | 11–12 March 2010 |
| Inspection number | 335618 |

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. Sixteen lessons or part lessons were observed, and 16 teachers or teaching assistants were seen leading lessons. Meetings were held with groups of pupils, staff and the Vice-Chair of the Governing Body. Inspectors observed the school's work, and looked at responses to a staff survey, the school's own parental surveys, minutes of meetings, planning, policies and procedures, monitoring records and 38 parental pre-inspection questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of strategies to improve attendance
- how well the needs of the more able are met
- why reading standards are not as high as those in writing
- the quality of monitoring in all aspects of the school's work
- how well leaders and managers at all levels drive improvement.

Information about the school

This is an average-sized school. Most pupils have Bangladeshi heritage, a much higher proportion than usually found, and far fewer pupils than average have White British backgrounds. A much higher proportion of pupils than is usual start school at an early stage of speaking English as an additional language. The proportion of pupils with specific educational needs and/or disabilities is higher than that in most other schools and their difficulties are mostly in speech, language or communication. Fewer pupils than average have a statement of educational needs. The school is part of a cluster of three adjoining schools, including a junior school and a secondary school. They share facilities for some of the teaching and learning. Extensive building work has taken place recently in the school. Most of the leaders and leading governors are new in post since the last inspection. The Early Years Foundation Stage comprises a Nursery and three Reception classes. The school holds the Basic Skills Quality Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

A buzz of enjoyment and learning pervades this good school. The new leaders and governors have kept a clear focus on pupils' progress, despite the upheaval of building works and several changes of staff. This focus has been especially successful in the Early Years Foundation Stage, where all aspects of provision have risen to outstanding levels.

From generally low starting points, pupils make good progress overall and achieve well so that they leave Year 2 with broadly average attainment. Fewer pupils than might reasonably be expected achieve the higher National Curriculum levels in the annual teacher assessments. There are two main reasons for this. First, although teaching is reliably good, in a few lessons tasks are sometimes the same for all, offering limited challenge for the more able and little need for them to think creatively to find solutions. Second, pupils' reading skills lag slightly behind their skills in other subjects. In reading sessions, teachers' questions are not always designed to develop pupils' reading skills. Opportunities to include reading in some other lessons are occasionally missed.

Parents and carers are very supportive. The extended schools partnership with two adjoining schools has had a strong impact on the strength of the school's links with parents and carers because the three schools cover the full age-range for pupils. Some shared teaching and learning with the other schools means that staff keep in touch with families, developing a strong sense of community.

Teamwork among staff is strong and pupils emulate this. Their behaviour, cooperation and helpfulness around school are good. In the last inspection, the school was described as a school 'where every child matters and children know this'. This ethos continues and underpins pupils' excellent social awareness as part of their good profile of spiritual, moral and cultural development. The manner in which pupils of all ages carry out helpful jobs, routines in their class and around the building, and their ready enthusiasm for school and all it offers, contribute much to the smooth running, pleasant atmosphere.

The school has good capacity for further improvement. Excellent senior leadership has lost no time in sharing and embedding an ambitious vision for the school. The school's self-evaluation procedures work well to identify its strengths and weaknesses. Work to raise pupils' attendance levels is resulting in sharp improvement. Training is taking place to enhance middle leaders' skills in the use of the new sharply-focused system for monitoring pupils' progress, in order to match academic intervention to the outstanding levels of pastoral care, guidance and support that pupils are offered.

What does the school need to do to improve further?

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

- Raise attainment in reading by:
 - providing more frequent opportunities for reading across the whole curriculum
 - asking questions that help pupils to improve their understanding of the written word and help teachers to assess progress in reading.
- Increase the number of pupils who reach the higher National Curriculum levels by providing different tasks within the class that offer more challenge and require pupils to think creatively.

Outcomes for individuals and groups of pupils**2**

Pupils' smiles confirm that they thoroughly enjoy their time at school. Most pupils develop speaking skills and vocabulary well, including the many who speak English as an additional language. One excellent example is a film that Year 2 pupils made about Cinderella, in which they had reversed Cinderella's character so that she is portrayed as the most selfish and mean girl in the world. In mathematics, pupils apply their calculation skills well in a variety of practical investigations. In writing, too, pupils do well in relation to their abilities. Year 2 pupils can write entertaining instructions independently, and they include time related words such as 'first', 'then' and 'finally' to organise their writing. During the inspection, Year 2 pupils much enjoyed combining history, literacy and drama to portray their feelings as participants in the Great Fire of London. Being fully involved in the story, they rapidly understood the issues. This kind of learning underpins pupils' good progress and helps them to achieve well in the key subjects of reading, writing and mathematics. In all three subjects, their attainment is in line with national averages by the time they leave Year 2. The many pupils at an early stage of speaking English, and those with speech, language or communication difficulties, also make good progress because they are given effective support.

Attendance is average. Pupils say that they feel very safe at school. Nearly all pupils behave well in class. Pupils have a good awareness of healthy foods and a large number eat the school's well prepared hot lunches. They also take part enthusiastically in physical education, including the 'Fit in Five' exhilarating start to each day. Pupils enjoy their strong commitment in the community including regular visits to senior citizens and activities connected with the extended schools work. This helps to prepare them satisfactorily for their futures, along with their acquisition of suitable skills in numeracy, literacy and information and communication technology. Pupils were very keen to tell inspectors about their new school council, and proud of their involvement. Their respect for people, living things, property and the environment is exceptional. Relationships between staff and pupils and between pupils themselves are very good, contributing to a very strong climate for learning and well-being.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

In all subjects, teachers' considerable knowledge of how to help the many pupils who speak English as an additional language and those with special educational needs and/or disabilities is used to benefit pupils' learning. The award of the Basic Skills Quality Mark signals the importance the school attaches to the acquisition of literacy and numeracy skills. The extended schools programme with other educational establishments in the area works exceptionally well to inspire and enhance learning. Pupils enjoy some exciting teaching and this underpins their good progress. The occasional lesson where reading is not promoted and challenge is missing from tasks for the more able results in slower progress. Teaching assistants are very well directed and make a valuable contribution to pupils' learning. Teachers' marking is invariably up-to-date and full of encouragement to pupils, and conveys information about what pupils could do to improve. Targets are set in ways that help pupils to understand them. Some aspects of the curriculum, designed to develop stronger links between subjects to make learning more meaningful, are at an early stage of development, but opportunities are included to learn about different religions and cultures, including celebrating the various backgrounds of pupils. This helps pupils to develop their understanding and respect for other beliefs, and this strong ethos of support and inclusivity is a key feature of the exceptional care, guidance and support the school provides. Expertise is on hand to help staff to identify pupils' needs early, in all year groups. As a result, all pupils' progress is good from their individual starting points in their academic subjects and in their personal skills. Policies and procedures related to health and safety, child protection and security are very clear and robustly implemented. This also helps in making pupils feel very safe.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

Leaders and managers are good at identifying and sharing what needs to be done to bring about improvement. For example, many effective procedures have been introduced to improve attendance since the last inspection. Members of staff confirm that they feel valued as a team and that this has raised their confidence, so everyone is more enabled to take on initiatives, try new approaches and then to share what works with others. As a result, teaching and pupils' learning and progress are improving well. Governors are very supportive of the school's direction and their skills at monitoring the school's work are developing. Exceptional links with other local providers, in a programme led competently by a governor, enhance the way governors support and challenge the school as well as enriching pupils' learning experiences and their understanding of their community. The work underpins the outstanding partnership the school has with its parents, carers and families, and makes a strong contribution to community cohesion. A plan with clear actions is in place for promoting pupils' understanding, particularly of local and global perspectives. Cohesion with the wider UK is less well developed. Procedures for security and safeguarding children are robust, as are those for the vetting of staff. Great care is taken to meet statutory requirements. Governors are fully aware of their statutory responsibilities and monitor the effectiveness of the safeguarding procedures well. Advice and support from other services, such as occupational therapists and educational psychologists, are used to remove anything that might stand in the way of progress. All staff members are effective in tackling any social or other barriers that might affect learning for pupils, demonstrated by their action to ensure the involvement of pupils with special educational needs and/or disabilities in all activities. The school's positive features and ongoing improvement, and the progress pupils make, show that the school provides good value for money.

These are the grades for leadership and management

| | |
|---|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |

| Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms | |
|---|----------|
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Excellent induction procedures, including home visits to children's families, ensure that children settle quickly. Help for the many at a very early stage of speaking English is exceptional. A strong emphasis is placed on personal, social and emotional development in all the classes which, linked to careful assessments of children's needs, ensures that learning and development proceed very well for each individual child. As a result, progress is rapid and most reach age-related expectations in the Early Learning Goals by the start of Year 1. For their age, children are very mindful of safety. Nursery-aged children handled scissors and garden trowels safely and carefully, when they made collage beanstalk leaves and set beans to grow Jack's beanstalk as part of their work on traditional tales. In Reception classes, children know 'what is good for you' and 'things that are not' and they choose pieces of fruit as a snack. The carefully planned curriculum provides well-resourced activities, well balanced between those led by staff and those chosen by children. Spacious outside areas, well set out with interesting activities, engage children's interest and enjoyment. Plans are in hand to freshen up the area to give children even more opportunities to extend and deepen their learning. The adults have developed strong procedures by which they take responsibility for groups of children, forming the main home-school link in this way. A key feature is that the staff work very well as a team. The temporary leaders are highly skilled practitioners who manage children's learning and developmental needs very well. They have coped exceptionally well with the responsibilities of leading the Early Years Foundation Stage during the long-term absence of the post holder. Welfare arrangements for safeguarding are robust. Meticulous attention is paid to hygiene and cleanliness, to keep children safe.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 1 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 1 |
| The quality of provision in the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |

Views of parents and carers

The school has a substantial bank of responses to the regular parental surveys it carries out. Responses concur with those from the pre-inspection questionnaire, to which a very small minority of parents and carers responded. Responses indicate that the school's partnership with its parents and carers is strong. All report that overall they are happy with what the school provides. Very high levels of satisfaction were recorded with only very few critical comments, from which no pattern of dissatisfaction emerges. Those parents and carers to whom inspectors spoke directly were also very pleased with what the school provides and raised no concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Elizabeth Selby Infants' School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 38 completed questionnaires by the end of the on-site inspection. In total, there are 276 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 29 | 76 | 9 | 24 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 25 | 66 | 12 | 32 | 1 | 3 | 0 | 0 |
| The school informs me about my child's progress | 22 | 58 | 15 | 39 | 1 | 3 | 0 | 0 |
| My child is making enough progress at this school | 19 | 50 | 16 | 42 | 1 | 3 | 1 | 3 |
| The teaching is good at this school | 20 | 53 | 17 | 45 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 14 | 37 | 22 | 58 | 1 | 3 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 13 | 34 | 24 | 63 | 0 | 0 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 15 | 39 | 20 | 53 | 2 | 5 | 0 | 0 |
| The school meets my child's particular needs | 14 | 37 | 23 | 61 | 0 | 0 | 1 | 3 |
| The school deals effectively with unacceptable behaviour | 19 | 50 | 19 | 50 | 0 | 0 | 0 | 0 |
| The school takes account of my suggestions and concerns | 10 | 26 | 27 | 71 | 1 | 3 | 0 | 0 |
| The school is led and managed effectively | 16 | 42 | 21 | 55 | 1 | 3 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 20 | 53 | 16 | 42 | 2 | 5 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 March 2010

Dear Pupils

Inspection of Elizabeth Selby Infants' School, Bethnal Green, E2 6PP

Thank you for your helpfulness during the two days when my colleagues and I inspected your school. You were very polite and well behaved. We enjoyed speaking to you around the school and in the classrooms, and seeing your work. It is great that so many of you told us that you enjoy school a lot. We enjoyed speaking to your new school councillors. They told us that they think your school is good. We agree with this comment. It is indeed a good school.

We found out some important things about your school. Your learning and progress are good, and those of you who attend the Nursery and Reception classes enjoy a splendid start to your education. You are considerate of each other. All the staff care for you a lot and the teachers teach you well, although we have asked them to give some of you harder work to do that makes you think a bit more. We have asked the staff and governors to keep concentrating efforts on helping all of you with your reading as it is not quite as good as your writing, is it?

You could help by carrying on doing what your teachers ask and always doing your best. You know how to stay safe, and you told us how important it is to eat healthily and to take exercise. You are very willing to do little jobs that help your teachers. You do well. Your headteacher, deputy headteacher and other staff have good ideas about how to make your school even better. You can help by telling them your ideas through your new school council and at other times.

I hope you will always enjoy school as much as you told us you do now.

Yours sincerely

Ruth McFarlane

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.