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Mrs Belinda King  
Headteacher  
Kobi Nazrul Primary School  
Settles Street  
London  
E1 1JP

Dear Mrs King

### **Special measures monitoring inspection of Kobi Nazrul Primary School**

Following my visit to your school on 3 and 4 November 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the fourth monitoring inspection since the school became subject to special measures following the inspection which took place in June 2014. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

### **Leaders and managers are taking effective action towards the removal of special measures.**

The school may appoint up to one newly qualified teacher before the next monitoring inspection.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Interim Executive Board and the Director of Children's Services for Tower Hamlets.

Yours sincerely

Gaynor Roberts  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in June 2014**

- Raise achievement in reading, writing and mathematics by increasing the proportion of good or better teaching through:
  - using assessment information to plan effective lessons which match pupils' abilities and provide suitable challenge
  - making sure that teachers check pupils' progress carefully in every lesson
  - monitoring pupils' workbooks to ensure they are marked well
  - checking that pupils have time to improve their work by responding to teachers' comments
  - rigorously monitoring lessons and providing developmental feedback and training to teachers so that expectations are raised
  - making lessons more interesting and engaging
  - improving the acquisition of communication skills by planning exciting activities that identify specific vocabulary to be developed
  - ensuring phonics is taught well so pupils have precise knowledge of sounds and letters to apply to their reading, writing and spelling.
- Improve behaviour and safety by:
  - ensuring the school's behaviour policy is consistently applied and evaluating its impact so that poor behaviour and bullying are eradicated
  - improving the management of pupils' behaviour at break times
- Improve the effectiveness of leadership and management at all levels by:
  - ensuring that all leaders and managers receive support to develop the skills necessary to be effective in their roles
  - introducing rigorous assessment procedures to ensure early identification of need and measuring the effectiveness of any interventions
  - making sure that subject leaders analyse the achievement of all groups of pupils regularly to identify key priorities for rapid improvement
  - establishing clear priorities for school improvement and producing a plan of action so that everybody understands what is to be done, by when and by whom
  - using the information gathered through monitoring and evaluation to identify the next steps for improving provision and outcomes
  - rigorously holding teachers to account for the implementation and impact of agreed actions
  - ensuring that governors have the skills to challenge and support senior leaders in raising achievement and tackling underperformance.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## **Report on the fourth monitoring inspection on 3 and 4 November 2015**

### **Evidence**

I observed the school's work, scrutinised documents and met with senior leaders, middle leaders, the chair of the interim executive board and representatives from the local authority. I spoke informally with pupils both in lessons and at breaktimes. Together, we undertook visits to each year group within the school, and scrutinised samples of work produced during these lessons. During this inspection, I focused on improvements in the quality of teaching, learning and assessment and on aspects of leadership and management.

### **Context**

At the beginning of November 2015 you took up your post as permanent headteacher following a recruitment process prior to the half term break. There have been a number of changes to the teaching team since the last monitoring inspection in May 2015. Three new class teachers joined the school in September 2015 and two returned from maternity leave. A team of middle leaders has been established. These middle leaders are new to their posts and most are new to the school. All classes now have a teacher employed on a permanent contract.

### **Outcomes for pupils**

Leaders and managers are rightly pleased with the standards achieved by pupils at the end of the summer term 2015. Although the proportion of children in the Early Years Foundation Stage reaching a good level of development was below the national average, a significant proportion exceeded expectations. Leaders have identified that this group of more-able pupils will need to be challenged if they are to achieve their potential as they move through the school. The school's work to improve the teaching of phonics (letters and the sounds they make) came to fruition, with a greater proportion of pupils in Year 1 reaching the required standard.

Leaders recognise that although the proportions of pupils reaching the required standards in Key Stages 1 and 2 were broadly average, the proportions reaching the higher levels of attainment were relatively low. This is because over time the quality of teaching has been inconsistent.

The progress made by pupils in reading, writing and mathematics across the academic year 2014/15 improved from the previous year. However, some cohorts made less progress than others due to inconsistent teaching and a high staff turnover. Disadvantaged pupils made similar progress to their peers over the year.

The systems you introduced prior to the last monitoring inspection are now firmly in place. The wealth of information gathered relating to the progress of pupils informs

teachers' planning. This has helped new members of staff to make sure that their lessons are pitched at the right level from an early stage in the term.

### **Quality of teaching, learning and assessment**

New teachers have settled quickly due to the welcoming ethos, comprehensive induction, clear structures and effective professional development. You are confident that the very high staff turnover that has been evident since before the section 5 inspection will now cease. Teachers say they enjoy their jobs, their contributions are valued, and they are well supported in developing their skills further. This indicates that your confidence is well-founded.

Teachers are increasingly proactive in seeking advice or suggesting possible solutions for issues that arise. This is a significant change from previous visits when leaders were often providing specific guidance and support in order to ensure that their high expectations were met.

Through our observations in lessons and a related scrutiny of work we identified improvements in practice but some inconsistencies remain. Weaker teaching does not stretch the more-able pupils, and leaves the less-able pupils behind. Teaching methods do not always enable teachers and support staff to assess the progress made by pupils accurately. Where teaching is stronger, all groups of pupils are challenged by their work, and the less able are effectively supported to achieve well.

The quality of teachers' feedback to pupils continues to improve. Teachers usually implement the school's policy effectively in this regard, but do not always ensure that pupils respond to teachers' comments and requests. Consequently, pupils do not realise that they have misunderstood a concept, or do not improve their work when required to do so.

You have deployed additional teachers to deliver sessions in English and mathematics to specific groups of pupils who are not on track to make the progress they are capable of. This is enabling these pupils to catch up the ground they have lost due to poor practice in the past.

The impact of the work of support staff remains inconsistent. In some lessons we observed, support staff effectively involved pupils in their learning, asked probing questions that made pupils think and provided practical resources to enable pupils to grasp a new concept. At other times, the support staff were not actively involved in the lesson and lacked the subject knowledge or skills to support pupils' learning effectively. Leaders recognise that training and development for this key group of staff is a priority, particularly in relation to changes in the curriculum.

## **Personal development, behaviour and welfare**

High expectations regarding behaviour reported at the last visit have been maintained. We observed positive attitudes to learning in most classes we visited. Pupils were engaged and worked well individually or in groups. However, where teaching was weaker and did not challenge pupils, they began to fidget and lose focus. They looked around at each other and became bored. They were slower to respond when the teacher sought their attention.

A programme of works to improve the outdoor area, particularly for the early years provision, has resulted in an engaging and motivating area for outdoor learning. Leaders have consulted with pupils and ensured that interesting outdoor activities are available, particularly in the early years and at Key Stage 2.

Boys and girls mix well together at lunchtime and in class. They treat each other and adults with respect. However, when given the opportunity to choose activities for themselves they sometimes revert to gender-related activities. For example, a group of boys were playing table tennis excitedly on the newly installed tables in the playground. Girls, who were drawing on a chalkboard, told the inspector that 'girls don't like table tennis'. Similarly, during our visit to the early years provision, we observed a group of girls choosing a craft activity, while the boys were playing with cars and trains. Members of staff do not always encourage pupils to try an activity that they might not choose themselves.

Overall, attendance remains below the national average despite the best efforts of leaders to emphasise the importance of regular attendance at school. The number of pupils who are persistently absent continues to reduce as a result of rigorous follow-up by school leaders. Effective work in partnership with the local authority has ensured that the destinations of any pupils who leave the school are identified, and relevant information is passed on.

## **Effectiveness of leadership and management**

The current senior leadership team have been in post since January 2015, and your recent appointment as permanent headteacher brings additional stability to the school. The school community demonstrate confidence in your leadership and ability to lead the school forward swiftly.

At the time of the last monitoring inspection, leaders recognised that the induction and development of the new middle leadership team from September 2015 would be a priority. These leaders are now in post and are enthusiastic about their new responsibilities. They are eager to learn and develop their leadership skills. Middle leaders are well supported by senior staff, who model appropriate monitoring activities alongside the new leaders. They are encouraged to access external development opportunities through training or visits to other schools. Some have led

staff training in their area of responsibility, or been involved in monitoring activities such as work scrutiny. These new leaders are currently working with senior leaders to identify their priorities when adapting their curriculum area to reflect the school's ethos and values. However, it is early days and too soon to judge the impact of their work.

The school's action plan is regularly updated. Leaders are correctly identifying which priorities identified at the time of the section 5 inspection have been fully attended to, and which priorities need more work. You are taking on more responsibility for development of the plan, with oversight from the interim executive board and local authority, who carry out checks and hold leaders to account for their work.

Robust systems to ensure the safeguarding of pupils are in place. Leaders ensure that changes in legislation are taken into account, such as the introduction of the 'Prevent' duty to reduce the risk of radicalisation and extremism. Changes to practice are implemented in a timely fashion.

The interim executive board continue to provide very effective governance for the school. They ensured that the recruitment process for a permanent headteacher was robust and rigorous. They have started to discuss possible future models of governance as the school continues to improve towards the removal of special measures.

### **External support**

The local authority is reducing the level of support provided to the school as they have confidence in the senior leadership team and in you as the permanent headteacher. This is the right decision. Local authority officers and the local authority headteacher consultant continue to monitor the progress the school is making. They work closely with senior leaders and the interim executive board to ensure that improvements have a positive impact on outcomes for pupils. You continue to commission support from external consultants as required.

Partnership arrangements with groups of local schools remain in place and are effective.