

Kobi Nazrul Primary School

Settles Street, Stepney, London E1 1JP

Inspection dates 3–4 February 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a good school

- The highly effective senior leadership team has secured significant improvements in this school. They have led from the front and fostered a strong team ethic. Consequently, staff morale is high.
- Pupils currently in the school make good progress. There are no significant gaps in the progress of different groups of pupils.
- Despite previous disruption to learning, in 2015 the proportion of pupils reaching the expected standard at the end of Year 6 was broadly average in reading, writing and mathematics.
- The quality of teaching, learning and assessment is good. Weak teaching has been tackled and talent has been nurtured. As a result, standards are rising.
- Pupils in the early years make a good start to their education. They work and play well alongside each other.
- The curriculum is broad and balanced. Teachers expect work to be completed to a high standard regardless of the subject being studied.
- Those responsible for governance have provided strong support and challenge to the headteacher and her team. They work at a strategic level to secure the long-term future of the school without losing sight of the individuals within it.
- Pupils who have special educational needs or disability make very good progress and are fully included in the life of the school.
- Pupils behave well, they are happy coming to school and are kept safe. Parents recognise the improvements in the school and value the workshops and advice that the school provides. Pupils are well prepared for their life as citizens in modern Britain because they have opportunities to take on responsibilities within school.
- The school's work to support pupils' spiritual, moral, social and cultural development is a strength. This is underpinned by a solid understanding of the school's key values of ambition, respect, confidence, reflectiveness, independence and enjoyment.

It is not yet an outstanding school because

- There is not enough outstanding teaching. Pupils, particularly in the early years, do not make as much progress as they could.
- Some teaching assistants lack the knowledge and skills needed to support pupils' learning effectively.

Full report

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by:
 - ensuring that all teaching is of a consistently high standard and that more of it becomes outstanding
 - tackling gaps in the skills and knowledge of teaching assistants so that they can support pupils' learning more effectively.

- Improve the quality of the early years provision and therefore outcomes for pupils at the end of the Reception year by ensuring that:
 - from their first days in Nursery adults question pupils, model activities and provide guidance which enables pupils to make consistently good progress
 - parents receive accurate information about the achievements of pupils in all the areas of learning and their child's progress in each of these.

Inspection judgements

Effectiveness of leadership and management is good

- Since taking up her post in January 2015 the headteacher, supported by her senior team, has worked tirelessly to drive up standards and make sure that the pupils of Kobi Nazrul achieve the best they possibly can. Leaders have worked closely with parents, staff and the local community to make sure that everyone is on board and working towards the same goal. The school is a warm and welcoming place where pupils flourish.
- Leaders have introduced a new system for tracking the progress of pupils. This is based on accurate assessments of what pupils can and cannot do. Leaders analyse this information regularly and check that all groups of pupils are making at least good progress. Any emerging gaps are identified swiftly and tackled with urgency. As a result, outcomes for all groups of pupils have increased significantly since the last inspection.
- The new team of middle leaders took up their responsibilities in September 2015. Some of these were new to the school; others have developed from within the staff team. Encouraged and supported by senior leaders, they have rapidly become a cohesive and effective team. They undertake a range of activities to check on the quality of work in their area of responsibility. In addition, they have devised a joint project aimed at improving outcomes for pupils through increasing the level of challenge for all.
- The curriculum is broad and balanced. Pupils study a wide range of subjects. Pupils' spiritual, moral, social and cultural development is promoted through a range of curriculum and enrichment activities. They learn about a range of different faiths, cultures and languages. They participate in new experiences such as ice skating and curling. Pupils are taught the meaning of tolerance, respect, democracy and the rule of law and are therefore well prepared for life in modern Britain. They are encouraged to get involved in local community affairs and recently wrote to their local Member of Parliament to complain about the litter left on the street outside the school gates.
- Leaders listen carefully to the views of pupils and parents. They act on these and, as a result, the environment has been significantly improved, with new climbing frames, storage for coats and an improved outdoor area for early years classes. Pupils recognise that their opinions are taken seriously, and this enhances their feeling of belonging to the school community.
- Leaders and members of the interim executive board are keen to ensure that parents are involved in the life of the school. Parents are pleased with the information they receive about their children's progress. They recognise improvements in the school since the last inspection. They value the wide range of parent workshops provided by leaders to help them support their children's learning and development further.
- Additional funding to support the achievement of disadvantaged pupils has been spent wisely. Leaders check the progress these pupils are making on a regular basis to make sure that spending is having the impact they intended. As a result, the gap in achievement between these pupils and others in the school is narrowing. Similarly, additional funding to support PE and sport is used effectively to provide a wider range of sporting activities and ensure that teachers are well trained to deliver high-quality PE lessons.
- **The governance of the school**
 - The interim executive board, who took on responsibility for the school following the last inspection, provide clear direction. They have made key appointments to senior positions to ensure that the school is now secure and improving rapidly.
 - The interim executive board take a strategic stance. For example, they are actively researching possible future models of governance for the school as it develops. This ensures that the headteacher can focus on her key task of raising standards in the school and improving the quality of teaching and learning further. The interim executive board have provided strong support to the headteacher while she has tackled weak practice.
 - The interim executive board have remained close to the school community. They meet regularly with parents to gather their views. Having decided to change the provision for a particularly vulnerable group of pupils, they have checked on the progress of this group at each meeting. In this way they have checked that their decision was correct, has resulted in improved outcomes and has not overburdened the teaching staff involved.
- The arrangements for safeguarding are effective. Leaders make sure that all adults who come into contact with pupils are appropriately checked. Staff are well trained to identify any signs of abuse. The caring, open ethos of the school means that pupils feel confident when talking to trusted adults. Any concerns are diligently recorded and followed up by leaders. Regular 'highlighting meetings' provide an

opportunity for leaders and others to discuss any concerns they may have about individuals or groups of pupils and agree what actions will be taken.

Quality of teaching, learning and assessment is good

- The quality of teaching, learning and assessment is good and improving. This is because of a relentless drive for improvement, led by the senior team and shared by teachers.
- Teachers have high expectations of what pupils can achieve, and pupils rise to these. Leaders have introduced whole-school strategies for marking and feedback to pupils, which are implemented consistently by teachers. As a result, pupils know how good their work is and how to improve it. Pupils' books show evidence of good progress over time across all curriculum subjects.
- Pupils make good progress in reading and writing and have many opportunities to refine their skills when they study other subjects. Year 6, for example, used their persuasive writing techniques when studying World War II in history.
- Pupils learn how to apply their reasoning skills in mathematics. For example, pupils could explain how they were using their knowledge of the properties of shapes to calculate angles in a complex shape. They gave clear step-by-step descriptions of the calculations they would undertake.
- Leaders have a highly detailed knowledge of the strengths and areas for development for each individual teacher. They make sure that teachers share their good practice with colleagues, and provide opportunities for them to develop any weaker areas. For example, the innovative use of information technology to capture the achievement of pupils with special educational needs has been shared across the school and with local special schools.
- Teachers are highly aware of the needs of different groups of pupils in their classes. They design appropriate lessons to make sure that all groups are able to make progress. More-able pupils are usually provided with additional challenge, but this practice is not fully embedded and therefore the more able are not always fully stretched.
- The quality of support provided by teaching assistants is variable. At times, they lead activities with groups of pupils, questioning them to extend their knowledge and deepen their thinking. Sometimes, however, they focus on providing care for pupils, rather than developing their learning. At other times, their subject knowledge is weak, resulting in pupils' learning being inhibited, or even incorrect.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are aware of the different types of bullying, but instances are rare. Parents and pupils alike are confident that pupils are safe in school.
- Pupils learn how to keep themselves safe when near roads or online. The school provides information for both parents and pupils on healthy lifestyles through, for example, workshops on oral hygiene. To ensure that these workshops are accessible for all, the school arranges for presentations to be translated into the language spoken by parents.
- Pupils are self-confident and keen to share their experiences and views with adults. They can explain how teachers help them to learn. Older pupils reflect on their learning with maturity.
- In Year 6 pupils develop skills which prepare them for future employment. They have the opportunity to apply for jobs within school, such as playground buddy or plant manager. If their applications are successful, they complete tasks on a daily basis, receiving rewards for their work in the form of vouchers.

Behaviour

- The behaviour of pupils is good. Pupils are respectful, courteous and inquisitive. Behaviour in the playground has improved significantly since the last inspection. This is because lunchtime staff have been well trained and leaders have worked with pupils to make sure that interesting activities are available for them. These include a climbing frame, table tennis tables and table-top activities. Boys and girls play well together using this equipment.
- Pupils conduct themselves well around school, in the playground and in lessons. They apply themselves well in lessons and can explain what they are learning. Sometimes they are over-reliant on instruction

from an adult, and lose time waiting for confirmation that they can start their next task.

- Strong relationships between pupils and staff mean that any issues which arise are dealt with quickly. Pupils know that their concerns will be listened to. School information shows that incidents of poor behaviour have decreased over time.
- Pupils attend well. Leaders have successfully reduced the high levels of persistent absence through close work with individual families and a relentless emphasis on the importance of regular attendance.

Outcomes for pupils

are good

- Pupils currently in the school make good progress from their starting points. This is because a clear focus on the use of assessment information to inform teachers' planning is resulting in more rapid progress for all groups of pupils.
- In 2015 the proportion of pupils in Year 6 reaching the expected standard in reading, writing and mathematics was broadly average. They made rapid progress in their final months at the school as leaders made sure they received high-quality teaching which focused relentlessly on driving up standards.
- Results from 2015 tests show that disadvantaged pupils did less well than others in the school at the end of Key Stage 2, particularly in reading and mathematics. However, the gaps between disadvantaged pupils and others currently in the school have narrowed and are not significant.
- Pupils join the school with skills that are below those that would be typical for their age. In 2015 the proportion reaching a good level of development by the end of Reception was just below average.
- Pupils make good progress in learning letters and sounds. The proportion of pupils reaching the expected standard in the phonics (letters and the sounds that they make) check at the end of Year 1 was just above average. Pupils in Reception and Year 1 use their knowledge of sounds to correctly identify unfamiliar words.
- At the end of Year 2 in 2015 the proportion of pupils reaching the expected standard in reading, writing and mathematics was broadly average.
- Pupils make equally good progress in other curriculum subjects such as science, geography or religious education. This is because teachers insist on the same high quality of work in all lessons, and provide feedback to pupils that helps them to improve their work.
- Pupils who have special educational needs or disability make very good progress. Leaders have introduced comprehensive, detailed assessment systems which identify the very small steps of progress that some of these pupils make. Teachers and leaders work closely together to plan activities that have maximum impact on the progress of each individual.
- As a result of rising standards pupils are increasingly well prepared for the next stage in their education.

Early years provision

is good

- Children enter the school at levels below those which are typical for their age. As a result of good teaching, underpinned by accurate assessments of what children can do and what their next steps of learning are, children make good progress. Since the last inspection, the accuracy of teachers' assessments has improved and adults now have a precise idea of what children need to learn next. In 2015, the proportion of children reaching a good level of development at the end of Reception was just below average.
- Leaders have an accurate view of the quality of provision in the early years. They know exactly where strengths and relative weaknesses lie. They are determined to drive forward improvements and develop a centre of excellence. The early years leader, appointed in September 2015, has a clear vision of how she wants the provision to develop. Members of staff meet on a daily basis to discuss children's achievements, and plan activities which will move learning on. Training opportunities for staff are focused on the skills they need to improve children's development further.
- The early years provision has been improved through the refurbishment of the outdoor area. Attractive and enticing activities such as the mud kitchen and water exploration area provide children with opportunities for play which are hard to find elsewhere in this inner-city area. Children were observed accessing the outdoor area with enthusiasm, despite very cold weather during this inspection.
- Children behave well in the early years provision. They play alongside each other, gradually gaining in confidence until they play jointly and develop friendships. Staff are vigilant and caring; they keep children

safe at all times. Children develop maturity and a positive attitude to learning which prepare them well for Year 1.

- Some children enter Nursery shortly after their third birthday, others join later. Teachers and other adults work closely with parents as these young children settle into their new environment, ensuring that the transition from home to school is smooth. Adults are sometimes too focused on making sure that children are settled and lose sight of ensuring that they make a swift start to their learning. For example, adults concentrate on caring for children and do not use the interesting activities provided to model play activity, or guide learning through skilful questioning. Consequently children in the Nursery do not always make rapid progress from the start of their time in school.
- Teachers, leaders and other adults take every opportunity to note down children's achievements. Parents are invited to share these achievements with children by looking together at their 'special books'. Information in the 'special books', however, sometimes belies the rigour of the information held by the school. Some are poorly presented, do not provide information about all of the required areas of learning and do not always demonstrate progress. This means that parents are not presented with an accurate view of how well their child is doing.

School details

Unique reference number	100940
Local authority	Tower Hamlets
Inspection number	10005390

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	Interim executive board
Chair	Kevan Collins
Headteacher	Belinda King
Telephone number	020 7375 3626
Website	www.kobinazrul.towerhamlets.sch.uk
Email address	admin@kobinazrul.towerhamlets.sch.uk
Date of previous inspection	2–3 June 2014

Information about this school

- Kobi Nazrul is an average-sized primary school. Almost all pupils are from the local Bangladeshi community and speak English as an additional language.
- Almost half of those on roll are eligible for pupil premium funding. This proportion is much higher than average.
- The proportion of pupils who have special educational needs or disability is higher than average. Most of these have speech, language and communication needs or moderate learning difficulties.
- In 2015, the school met the government's floor standards, which set the minimum expectations for pupils' progress and attainment.
- When the school was inspected in June 2014, it was deemed to require special measures. Since then, there have been many changes in staffing. In July 2014 the interim executive board took on responsibility for governance of the school. The current headteacher was appointed as interim headteacher in January 2015; this position is now permanent.

Information about this inspection

- Inspectors observed learning in 14 lessons. About half of these observations were carried out jointly with the headteacher. They also looked at books and spoke to pupils about their work while in lessons.
- Meetings were held with senior and middle leaders, the chair of the interim executive board and representatives from the local authority.
- Inspectors scrutinised work in a sample of books from a range of year groups. They met with pupils to talk about their work and their experiences at school. An inspector heard pupils read.
- A range of documentation was scrutinised including the school's plans for improvements, information about safeguarding and evaluations of the quality of teaching and learning. Inspectors also considered information about the progress of pupils in all year groups.
- There were insufficient responses to the online questionnaire Parent View, but inspectors spoke to parents at the end of the school day. They also met with parents attending an oral hygiene workshop organised by the school.

Inspection team

Gaynor Roberts, lead inspector

Mirella Lombardo

Her Majesty's Inspector

Ofsted Inspector

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