

# Thomas Buxton Infants' School

## Inspection report

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| <b>Unique Reference Number</b> | 100930            |
| <b>Local Authority</b>         | Tower Hamlets     |
| <b>Inspection number</b>       | 276422            |
| <b>Inspection dates</b>        | 8–9 November 2005 |
| <b>Reporting inspector</b>     | John Stewart      |

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>                     | Infant                               |
| <b>School category</b>                    | Community                            |
| <b>Age range of pupils</b>                | 3–7                                  |
| <b>Gender of pupils</b>                   | Mixed                                |
| <b>Number on roll</b>                     |                                      |
| School                                    |                                      |
| <b>Appropriate authority</b>              | The governing body                   |
| <b>Chair</b>                              | Mr Guy Nicholson<br>Ms Nicola Horton |
| <b>Date of previous school inspection</b> | Not previously inspected             |
| <b>School address</b>                     | Buxton Street<br>London<br>E1 5AR    |
| <b>Telephone number</b>                   | 02072475343                          |
| <b>Fax number</b>                         | 02072475343                          |

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| <b>Age group</b>         | 3–7               |
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Thomas Buxton is a two-form entry school that is located in a very disadvantaged area of East London. A very high percentage of pupils are from minority ethnic backgrounds, most of them from Bangladeshi origins. The majority of pupils do not speak English on entry and many have low verbal skills in their own language. The proportion of pupils receiving free school meals is much higher than in most schools. The percentage of pupils with special educational needs is above that in many schools. Over the last two years there has been an extensive building programme at the school, but the school has managed to ensure the safety and well - being of the pupils. The school received the School Achievement Award in 2002 and 2003. It has also received: the Basic Skills Quality Mark; Investors in People status; the Tate Modern Young Artists award and an Educational Business Partnership Award.

## Key for inspection grades

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

## Overall effectiveness of the school

Grade:

### What the school should do to improve further

What the school should do to improve further \* Continue to improve attendance.\* Ensure that assessments at the end of the foundation stage are moderated to ensure better accuracy when judging standards and pupils' progress. \* Further develop the roles of middle managers.

## Achievement and standards

Grade:

## Personal development and well-being

Grade:

## Quality of provision

### Teaching and learning

Grade:

Teaching and learning are good throughout the school. Relationships between teachers and pupils are excellent and create a very positive learning environment enabling pupils to learn effectively and make good progress. Teachers have high expectations for behaviour and, as a result, pupils display excellent attitudes to their learning. Lessons are very well planned to be suitable to the needs of all pupils. There is a very clear focus on developing language skills, especially speaking and listening, which enables pupils to access the activities effectively. Nursery nurses and teaching assistants provide good support, especially for pupils at an early stage of learning English, thus enabling them to make good progress. For example, the school operates a 'morning club' in which teaching assistants support the most vulnerable pupils who have statements of special educational needs or very limited language skills. The school has good systems to assess and track pupils' progress. Targets are set for groups of pupils and the school is developing a system to set individual targets more accurately, in order to raise achievement.

### Curriculum and other activities

Grade:

The curriculum meets statutory requirements and is good overall, with some elements that are outstanding. The curriculum is planned very well to meet the specific needs of all pupils. For example, the very clear focus on improving pupils' language skills across the curriculum is a significant feature in enabling pupils to make good progress. The school places great emphasis on the creative areas of music and art which contribute very well to pupils' cultural, personal and social development. Work in art is outstanding and this has been recognised with both local and national awards. Pupils use computers regularly with the number currently available similar to national average levels. This is significant as many pupils do not have computers at home. The curriculum for the Foundation Stage is good and supported by a good range of resources. Provision for outside play has improved well since the last report. As a result, pupils enjoy their activities and make good progress in their language and physical skills. Learning is greatly enriched by an outstanding range of visits and the many visitors to school contribute

extremely well to pupils' knowledge and understanding. Extra curricular opportunities are good with before school and lunchtime activities available

## **Care, guidance and support**

### **Grade:**

The care, guidance and support given to pupils are outstanding. Parents speak highly of this aspect of the school's work and appreciate it greatly. A before - school club, for example, provides breakfast for pupils in need of this facility. The school has good systems to monitor pupils' progress and makes good use of the data to ensure that the needs of all groups of pupils are addressed. However, the assessments made of standards in the Foundation Stage give too positive a picture of progress and need further moderation to ensure accuracy. Teachers know their pupils very well. Pupils express confidence in their teachers and teaching assistants, knowing that any problems they face will be dealt with fairly. There is a clear culture of mutual respect and all staff provide pupils with good personal support and guidance. The school is careful to ensure the health and safety of its pupils. Teachers, nursery nurses and teaching assistants have a good understanding of procedures for child protection. They support vulnerable pupils and those with learning difficulties sensitively. Procedures for risk assessment are well established and the school seeks outside advice whenever necessary in order to ensure pupils' safety.

## **Leadership and management**

### **Grade:**

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

We were very pleased to visit your school recently and really enjoyed seeing you working in your classrooms and talking to you about your school. We are pleased that you like your school so much. We thank you very much for the cards that you sent us to welcome us into your school.

We think that yours is a good school, and we also saw some excellent features. The main strengths that we saw were: \* Teaching is good and it helps you to make good progress. \* You enjoy all the activities in your lessons and are very happy in school. \* Your teachers really care for you and help you to be safe in school. \* You behave really well in class and around school. \* All your teachers are working hard to improve your school.

We identified some things which could be better. \* Some of you could attend school more regularly. \* Teachers should assess the progress pupils make in nursery and reception classes more accurately. \* Teachers should find out how well you are learning in each of your subjects. Dan and I hope that you keep enjoying your school so much.

Yours Sincerely

John Stewart

Lead Inspector