

Shapla Primary School

Inspection report

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| Unique Reference Number | 100935 |
| Local Authority | Tower Hamlets |
| Inspection number | 323378 |
| Inspection date | 19 May 2009 |
| Reporting inspector | Robert Lovett HMI |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 223 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Mr Mark Campbell |
| Headteacher | Mr Tim Barnes |
| Date of previous school inspection | 15 June 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Wellclose Square London E1 8HY |
| Telephone number | 020 7480 5829 |
| Fax number | 020 7480 6332 |

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|--------------------------|-------------|
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an additional inspector. Inspectors evaluated the overall effectiveness of the school and investigated the following issues.

- How high are standards and how much progress do pupils make?
- How well does the curriculum meet the needs of pupils; is it rigorous, broad and balanced?
- What steps have been taken by the leadership and management of the school to ensure standards are high and achievement is good and what is the impact of these actions?

The inspectors gathered evidence by analysing assessment data, scrutinising documentation, looking at pupils' work, observing lessons, through discussions with pupils, staff and the Chair of Governors and analysing the responses to the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified, and these have been included where appropriate in this report.

Description of the school

The school is smaller than most primary schools and has one form of entry. Almost all pupils are of Bangladeshi heritage and a very high proportion are believed to speak a home language other than English. The Early Years Foundation Stage provision includes a Nursery, where children attend on a full- or part-time basis. The school holds a number of externally validated awards including Activemark and the Basic Skills Quality Mark. There have recently been significant changes in staffing, including the leadership team.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

From first setting foot in the school, visitors are aware that this is a good school where each individual really matters. Corridors and classrooms are bright, colourful and attractive and reflect the school's commitment to learning through a broad and creative curriculum. This holistic approach is further exemplified by the school's focus on the production of special books, so that pupils see writing as part of a process of communication rather than an end in itself. The very good home-produced books on themes such as pirates and marbling also enable pupils to see links across subjects with, for example, good links between writing, art and science. The good curriculum is rigorous, broad and balanced. It has a very strong focus on widening cultural horizons through an understanding of global issues such as sustainable development and fair trade. While this newly introduced curriculum is resulting in clear evidence of increased pupils' enjoyment and interest, its impact on other aspects of pupils' learning is not yet being systematically assessed. The curriculum is very well supported by the exceptional number and range of after school clubs such as kayaking, gymnastics, science and engineering and fencing. Through its links with outside partners such as Barbican Education, the Guildhall School of Music and the Concordia Foundation, the school is able to further enrich pupils' learning. For example, pupils engaged in an exchange of artwork with a school in Cuba and exhibited work at the Museum of Childhood. The cineclub has recently screened a short film *The Pet Horror* at a local film festival, and won the Stratford equivalent of the *Palme d'Or*!

While standards in English mathematics and science are rising, they remain broadly average. Bearing in mind the starting points of many children when they join the school, this represents good progress. Many children enter the school with levels of knowledge and skills which are well below those expected for their age, particularly in respect of their spoken English. They make good progress in the Nursery and Reception classes and continue to make good progress in Key Stage 1. Despite good teaching, standards reached by the end of Year 6 are average. The school has rightly identified reading as a strength and writing as an area of weakness. As a result of effective interventions such as changes to the curriculum and support from the subject leader, standards in writing have risen significantly.

Teaching is generally good and sometimes outstanding, and the school's monitoring of teaching indicates an improving picture. Where teaching is satisfactory, it is because assessment data are not used sufficiently well to match learning closely enough to what pupils need to learn, so that for some the work is too hard and for others too easy. Improved use of progress data is leading to quicker identification of underachievement and extra help is put in place quickly. While there are good systems to collect information on pupils' achievement, it is not always used to set challenging targets for individual pupils that will inspire them to improve. Some older pupils are unclear about how well they are doing or how to improve their work. In some classes teachers use other adults very well to encourage and support learning, but this is not consistent across all classes. Pupils with learning difficulties and/or disabilities have clear, readily understood targets in their individual education plans. These are regularly reviewed with pupils and their parents. Pupils with more severe learning difficulties and/or disabilities have excellent relationships with support staff, but academic guidance and rigour are weaker.

Everyone at the school ensures that visitors receive a warm and friendly welcome. Pupils are cooperative and helpful in class and play together well when outside. Because learning is exciting, pupils really enjoy school and several parents said their children even want to come to school when they are ill because they enjoy it so much. As one parent commented about

their daughter, 'She enjoys school immensely and more importantly enjoys learning.' However, despite this and the school's best efforts, attendance is below the national average because a small number of families take extended holidays and some pupils have chronic and severe medical conditions. Pupils' spiritual, moral and social development is good. As a result of the many exciting opportunities to take part in cultural and creative events, pupils' cultural development is outstanding. Through these opportunities they gain a good understanding of the diversity of cultures and beliefs beyond the local area. Behaviour in class and around the school and relationships with adults are good. Pupils listen attentively and readily applaud each other's achievements. Some older pupils are trained to act as 'peacemakers' in the playground, although they say there is not usually much to do. The school council has a budget, takes its responsibilities seriously and feels its voice is heard. An impressive array of links with commercial companies gives pupils a valuable insight into life beyond school, which develops a sense of entrepreneurship and raises aspirations.

The school has worked hard to build the confidence of parents by providing workshops, classes and translators. For example, during the inspection a group of parents was receiving tuition in information communication technology in the on-site adult learning room. The standards assessment test workshop session for Year 6 pupils and their parents was well attended and provided useful feedback for the school. Appropriate safeguarding procedures are in place and parents feel that their children are safe in school. Pupils also say they feel safe and almost all have confidence that they could approach an adult if they had a problem. In this small, inclusive school staff know pupils and their needs very well. A learning mentor has recently been appointed and her support is already having an impact on individual pupil's achievement. Multi-agency meetings meet the needs of vulnerable pupils sensitively and well. Pupils are well prepared for changes in their education, for example between Reception class and Year 1, and when they leave Year 6.

The headteacher provides very committed leadership with a clear focus on raising standards. He is well supported in this intention by the deputy headteacher and the relatively new leadership team. Together they have put in place a number of initiatives, such as a revised curriculum, and these actions are beginning to raise standards further. The curriculum is very well led and subject leaders are beginning to see improved levels of pupils' enjoyment and enthusiasm for learning. Governors provide good support and challenge. They would, however, be better able to hold the school to account if the school development plan linked actions and intended outcomes more explicitly to raising standards.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Provision in the Early Years Foundation Stage is highly effective in meeting the needs of children. Adults are sympathetic to the learning needs of those children who join with limited experience of communicating in English. The school's excellent relationship with parents and carers helps ensure children achieve well. Children do best in developing their personal and emotional skills and in getting on well with those around them. Teaching and the revised curriculum have also been very successful in broadening children's knowledge and understanding of the world around them. Recent improvements in classrooms and in the outside environment have resulted in a wider choice of learning activities and have enabled children to make the most of their creativity in art and role play. Assessments of how well children are doing are frequent and of high quality. They make a significant contribution to planning very good individualised provision for children. The dual language support children receive, coupled with

increasingly effective teaching of letters and sounds, helps children to make good improvements in their spoken English and begin to develop early reading and writing skills. By the time children leave the Reception class they have made outstanding progress in most areas of learning, but the school recognises that their ability to link sounds and letters still lags behind other skills. Leadership and management of the Early Years Foundation Stage are outstanding and reflect the high priority the whole leadership team places on children making an excellent start to their school careers.

What the school should do to improve further

- Improve the ability of governors and others to hold the school to account by linking improvement-planning more explicitly to measurable outcomes and to raising standards.
- Raise standards by more consistent use of assessment to match learning more closely to the needs of learners.

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Annex A

Inspection judgements

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| 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

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| 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 capacity to make any necessary improvements | 2 |

Effectiveness of the Early Years Foundation Stage

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| How effective is the provision in meeting the needs of children in the EYFS? | 1 |
| How well do children in the EYFS achieve? | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 1 |
| How effectively are children in the EYFS helped to learn and develop? | 1 |
| How effectively is the welfare of children in the EYFS promoted? | 1 |
| How effectively is provision in the EYFS led and managed? | 1 |

Achievement and standards

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| How well do learners achieve? | 2 |
| The standards ¹ 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/or disabilities make progress | 2 |

¹Grade 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.

Personal development and well-being

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| How good are 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 | 2 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners enjoy their education | 2 |
| The attendance of learners | 3 |
| 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

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|--|---|
| How effective are teaching and learning in meeting the full range of 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 |

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 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 eliminated | 2 |
| How well does the school contribute to community cohesion? | 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 |

Annex B**Text from letter to pupils explaining the findings of the inspection**

08 June 2009

Dear Pupils

Inspection of Shapla Primary School, London, E1 8HY

You may remember that I recently visited your school with a colleague to see how well you were doing. Lots of you asked what we thought of your school and I can now tell you that we think you attend a good school. This may not come as much of a surprise to those of you we spoke to or to your parents or carers, because it matches very well with what they told us. We managed to speak to quite a few of you, including the school council. The things you told us were really helpful in getting to know the school better.

We saw that yours is a friendly, polite and hard-working school and children get off to an excellent start when they first join. You told us you all get along together very well and that behaviour is good. Having visited you, we agree wholeheartedly. Because teaching is good, and the new curriculum is exciting and helps you learn about the world around you, your progress is good. You work together well and you listen to adults and to each other carefully. You are well prepared to be active citizens both in London and in the wider world. You also told us how much you value the huge range of clubs you can attend. You told us about your commitment to being fit and healthy but also how much you had enjoyed the visit to the chocolate factory in Bourneville!

Your headteacher and others who work in the school are doing a good job. They know the school very well and have good plans in place to enable it to continue to improve. One of the improvements the school would like to see is in attendance. You told us how much you enjoy your lessons, so please try to attend as often as you can. We are also making some suggestions to help the school do even better.

- Ensure the school's plans for improvement are clearer about exactly how the things it does will raise standards.
- Help you to do better by making sure the work you receive is just right for you. (You can help with this by telling your teacher if the work is too easy or too hard).

Yours faithfully

Robert Lovett

Her Majesty's Inspector