

# Stebon Primary School

Burdett Estate, London, E14 7AD

**Inspection dates** 12–13 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching does not always challenge more able pupils so they do not make the progress expected of them.
- Training provided by the new headship team has not had sufficient time to deliver consistently good or better teaching across all classes.
- Progress in mathematics is slowed because pupils do not always apply their skills to investigations and solving problems.
- Pupils do not learn to read quickly because lessons teaching letters and sounds and sessions to develop wider reading skills are not taught effectively.
- Formal procedures for setting teachers targets for improving their teaching and checking these have been met lack rigour.

### The school has the following strengths

- The new headship team has transformed the morale of staff and given other leaders a much greater role in the drive for improvement. They are also holding teachers more closely to account for the progress of pupils in their classes.
- The joint headteachers have high expectations, especially of standards, and provide effective training to enable their aims to be met.
- Pupil progress is accelerating rapidly and attainment is rising since the arrival of the new headship team.
- Children make good progress in the Nursery and Reception classes in their newly-refurbished classrooms and outside areas.
- The interim executive board has been instrumental in turning the school around, not least by its decisive action in appointing the joint headteachers and charging them with the responsibility of being the leaders of teaching and learning.
- Rigorous checking of the school's work by the headship team is enabling it to put in place sharply-focused plans to eliminate weaknesses in teaching.
- Pupils behave very well around the school. They are kept safe and enjoy school. Pupils help newcomers to settle in quickly and work well together.

## Information about this inspection

- Inspectors observed 22 lessons, of which 10 were joint observations with senior leaders. In addition, the inspection team made a number of other short visits to lessons.
- Meetings were held with groups of pupils, school staff, two members of the interim executive board including the Chair and a representative from the local authority.
- There were insufficient responses to the on-line questionnaire (Parent View) so the results of a recent survey undertaken by the school were considered along with informal discussions held with parents and carers at the start of the school day.
- Inspectors observed the school’s work and looked at a number of documents including the school’s own data on the pupils’ current progress, planning and monitoring documentation, records relating to behaviour and attendance and documents relating to safeguarding.

## Inspection team

Martin Beale, Lead inspector	Additional inspector
Peter McCarthy	Additional inspector
Janet Tomkins	Additional inspector

## Full report

### Information about this school

- Almost all pupils are from Bangladeshi backgrounds and speak English as an additional language in this larger-than-average primary school. Most pupils join the school speaking little or no English. The proportion of pupils eligible for the pupil premium is well above average.
- The proportion of pupils supported at school action and at school action plus or with a statement of special educational needs is broadly average. Their needs are varied.
- Children in the Early Years Foundation Stage are taught in two Nursery and two Reception classes.
- The joint headteachers, who undertake the same role in another local primary school, took up the post at the start of the term following the retirement of the previous headteacher, although they had spent several months working alongside her focusing on improving teaching and learning. The school's governing body was replaced during the last academic year by an interim executive board.
- The school has recently undergone extensive refurbishment which was completed for September 2012.
- The school meets the current floor standards, which set the government's minimum expectations for attainment and progress.

### What does the school need to do to improve further?

- Improve the quality of teaching and learning so that it is consistently good or better across the school by ensuring that:
  - teachers plan lessons that meet the needs of all pupils and challenge the more able
  - the understanding of mathematical concepts is secured by providing frequent opportunities for pupils to solve problems and undertake investigations
  - teachers have the skills needed to maximise the use of computers and new technology in their teaching and the pupils' learning
  - teaching engages all pupils and encourages them to learn by their mistakes
  - pupils are clear about how well they are doing and the steps needed to improve by bringing greater consistency to marking and other feedback.
- Increase the rate of progress made by pupils in reading by:
  - ensuring that all teachers focus on extending basic vocabulary
  - embedding securely the teaching of phonics (letters and sounds)
  - providing systematically planned opportunities for pupils to develop higher-order reading skills and a love of books.
- Implement a more rigorous performance management policy for all staff in which:
  - individual targets for teachers are tightly linked to pupil progress and further training
  - systems are in place to gather secure evidence whether targets have been met, and to follow up when targets are not met
  - the interim executive board has the information it needs to challenge the school that value for money is being gained from decisions about salary progression.

## Inspection judgements

### The achievement of pupils

requires improvement

- Although the progress of pupils needs improvement for it to become at least good, it has moved in the right direction across all year groups and, as a consequence, attainment is average and rising. Those pupils supported by the pupil premium generally make similar progress as others in their classes.
- Year 6 test results rose sharply in 2012 particularly the proportion of pupils reaching Level 4 and above in both English and mathematics. Results were broadly average and represented expected progress for these pupils from their earlier assessments at the end of Year 2, although relatively few pupils exceeded the expected rate of progress.
- The rate of progress of pupils identified with special educational needs is increasing, particularly when teaching assistants adapt materials to meet their specific needs. This is especially effective in supporting their learning as it enables them to gain confidence while working on similar objectives as others in the class.
- Children make good progress in the Nursery and Reception from skills much lower than expected from their age on entry. They quickly become independent, concentrate for long periods on tasks and share resources and take turns when working with others.
- Many pupils have limited English language skills when they enter the school. Through their immersion in an environment rich in language and talk, their basic English language develops well, although they do not always broaden their vocabulary quickly. This limits their ability to deal with the rigours of the curriculum as they move up the school. The overall attainment of Bangladeshi pupils in this school is broadly in line with this group nationally, but slightly behind the national average in reading.
- Numeracy is taught well, but pupils have few opportunities to apply their number skills and so deepen their mathematical understanding through investigations and solving problems. Furthermore, pupils have very few opportunities to use computers and other technology devices to stimulate and enhance their learning.
- Pupils' reading requires improvement. This includes their understanding of phonics, the development of higher-order reading skills such as comprehension and research, and an enjoyment of reading. This is because sessions to teach phonics lack pace and guided reading lessons do not have a clear and consistent purpose across the school.

### The quality of teaching

requires improvement

- The overall quality of teaching over time requires improvement, but is moving strongly in the right direction as a result of the action of the joint headteachers.
- A good Year 1 lesson, in which the pupils were learning to count and write numbers, contained many of the qualities seen in the increasing proportion of lessons where pupils make good progress. This included:
  - the positive climate for learning established by the teacher and reinforced by teaching assistants
  - clear and high expectations of the pupils' work and behaviour
  - planned team work between teacher and support staff during whole-class teaching
  - clear objectives for learning and interesting practical activities to match these and the prior learning of the pupils
  - clear criteria against which the teacher and pupils could measure progress
  - calm, but lively, teaching that generated pace and fully engaged all of the pupils.
- Teaching does not enable pupils to learn well and make good progress when:
  - methods used by teachers do not fire the pupils' imaginations or fully engage pupils in all aspects of their learning
  - teaching to the whole class is pitched at the middle ability so the more able can tread

- water whilst explanations are too difficult for lower attaining pupils to follow
- teachers plan activities in mathematics to challenge the more able but these are only reached after pupils undertake repetitive tasks practising skills already mastered
- teachers do not use the technology available in classrooms to generate greater involvement and excitement.
- Teaching is more consistently effective in the Nursery and Reception classes than in the rest of the school. Skilled adults know when to let the children work by themselves and when to intervene to move learning forward. There are activities to develop all areas of learning, although at times these are not interesting enough to grab fully the children's attention.
- Pupils are not always clear about how well they are doing, the targets they are aiming for or precisely what they should do to improve. Marking has become more helpful in its guidance and pupils have opportunities to respond to their teacher's comments but, as recognised by the joint headteachers, this has yet to reach the consistency they want across the school.

### **The behaviour and safety of pupils** are good

- Pupils' attitudes to learning are highly positive. Pupils are very keen to succeed, as shown by their attentive listening and keenness to answer questions. Across the school, pupils' learning benefits considerably when discussing ideas with each other and when working together on activities.
- Pupils become passive and not energised to learn when lessons are not stimulating. They are unsure that they can learn by their mistakes and lack confidence to take risks.
- Pupils are clear about how to behave well in lessons as they have shared in developing their Class Charter of expectations. These are referred to regularly by teachers as they quickly establish a positive climate for learning in their new classes. Pupils also strive at all times to meet the school's Golden Rules and are encouraged to do so consistently by all adults.
- Pupils report how safe they feel in school. They say any bullying, which is usually isolated name calling, is rare and dealt with constructively. School records confirm this and show that perpetrators rarely offend again once they realise how hurtful their actions can be.
- The school keeps detailed records of incidents and the action taken. These are carefully evaluated so that patterns can be identified and adaptations made to procedures. Pupils who have difficulty managing their behaviour are identified and planned action tailored to meet their individual needs.
- School leaders have worked with success to improve attendance, although not all parents have supported their drive to reduce the impact of extended term-time holidays.

### **The leadership and management** require improvement

- The joint headteachers are very focused on making learning inspirational and lead by example. Staff are keen to improve their practice and many have taken on board the headteachers' aims. The headteachers have forged close links with their other school so that teachers at Stebon can see the modelling of expert teaching. They have also taken steps to give senior and subject leaders a much more pivotal role in leading developments in their areas.
- The headteachers are redesigning performance management arrangements, having identified that they are not sufficiently rigorous. They have identified that targets set for staff are not always appropriate and not linked to improving pupil progress. At times, where targets have been met, there is little supporting evidence. There is no clearly planned action if targets are not met. The process has not been closely linked to further training.
- **The governance of the school:**
  - carried out by the interim executive board contains considerable expertise and is vigilant in ensuring that raising achievement by improving teaching is the number one priority

- through the board, has achieved much, but has yet to develop systems for ensuring pupil premium funding is used effectively and that there is sufficient information from performance management to evaluate the value for money the school receives from its staff.
  - The local authority has provided a good level of support for the school. It assisted in establishing the interim executive board, invested in the work of the joint headteachers alongside the retiring headteacher, and supported planning at each stage for raising achievement.
  - As part of the drive to raise achievement, the headteachers have started seeking ways of making the curriculum more interesting and relevant to the pupils. Learning through topics is becoming more linked and starting to provide opportunities for pupils to develop literacy and numeracy across subjects.
  - The school is very sharply focused on ensuring specific language and learning needs are identified early so that action can be put in place to ensure that they can access the curriculum and achieve as well as others.
  - The school promotes the pupils' spiritual, moral, social and cultural development well. The new headteachers are reviewing with pupils the school's values and pupils responded well to assemblies focusing on 'rights and responsibilities' as well as 'needs and wants'.
  - Parents and carers are pleased with the changes in the school over the last two terms. Their views and those of their children were evaluated and used to create the new behaviour and anti-bullying policies.
  - All statutory requirements relating to safeguarding are met. The interim executive board has rigorously monitored their implementation, particularly during the recent refurbishment.
-

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupil's needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupil's needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	100922
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	400440

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	471
<b>Appropriate authority</b>	Interim executive board
<b>Chair</b>	Peter Sherratt
<b>Joint Headteachers</b>	Jo Franklin and Jeremy Iver
<b>Date of previous school inspection</b>	7–8 July 2010
<b>Telephone number</b>	020 7987 4237
<b>Fax number</b>	020 7515 0470
<b>Email address</b>	admin@stebon.towerhamlets.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 assesses 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 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

