

Sebright School

Audrey St, Goldsmiths Row, London, E2 8QH

Inspection dates 18–19 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The executive headteacher, her staff and governors provide very strong leadership. They are focussed exceptionally well on improving the quality of teaching and accelerating progress further in Key Stage 2.
- All groups of pupils achieve well. Attainment is above the national average in reading, writing and mathematics at the end of Year 2 and Year 6 and improving.
- All pupils make good progress. Many, including disabled pupils and those with special education need, disadvantaged pupils, and those who speak English as an additional language make outstanding progress, especially in reading.
- Pupils benefit from teaching that is consistently good. There is an increasing amount of outstanding teaching.
- Children in the Nursery and Reception classes get off to an excellent start because teaching and leadership are outstanding.
- Pupil's behaviour is excellent. They have exceptional attitudes to learning and continually strive to do their best. They get on well together and look after each other.
- Pupils feel safe and parents agree. Procedures for safeguarding pupils and supporting families are of very high quality.
- Governors are rigorous and offer a very high level of challenge to school leaders. They have ensured the school's formal federation process has been smooth and successful.

It is not yet an outstanding school because

- Not enough teaching is outstanding. As a result a few more able pupils, especially in Key Stage 2, do not make accelerated progress and attain the levels they are capable of.
- In a few cases teacher's marking does not give pupils enough advice on how to improve their work.
- Not all teachers ensure that pupils present their work neatly.

Information about this inspection

- The inspection team observed learning in 25 lessons, including some small group work sessions. Five observations were carried out jointly with members of the senior leadership team. An inspector listened to the reading of some pupils in Year 1 and Year 6 and visited an assembly.
- Meetings were held with the executive headteacher, head of school, subject leaders and members of the pastoral care and special educational needs team. Inspectors met with four members of the governing body including the chair of governors. They held a meeting and a telephone call with representatives from the local authority.
- The views of pupils were gathered through formal meetings with inspectors and informally during lessons and break times. Inspectors also looked at work in pupils' books.
- Inspectors took account of the 21 responses to the online inspection questionnaire, Parent View and spoke to others informally at the start and end of the school day. Inspectors considered the 42 responses to the staff questionnaire.
- Inspectors looked at the school's work and at key documentation, including: records of pupils' current levels of attainment and progress; checks on teacher's performance and records of governing body meetings. They also looked at documents and records relating to school improvement, safety, attendance, behaviour and safeguarding.

Inspection team

Penny Spencer, Lead inspector

Additional Inspector

James Waite

Additional Inspector

Roger Blackburn

Additional Inspector

Full report

Information about this school

- Sebright School is larger than the average primary school.
- The school became formally federated with Daubeney Primary School in September 2014, following a two year period of joint working. The schools are led by an executive headteacher and two heads of school.
- There is one governing body covering both schools.
- The school manages a children's centre which was not subject to this inspection.
- Children attend the Nursery part time and the Reception classes full time.
- Most pupils are from an ethnic minority, this is much higher than average. Approximately a quarter of the pupils are of Bangladeshi heritage. African, any other White, Caribbean and White British heritages form the other significant groups. Nearly three quarters of pupils speak English as an additional language.
- The proportion of disadvantaged pupils supported by the pupil premium, which is additional funding from the government to support these pupils, is much higher than average. Over half the pupils are supported by these funds.
- The proportion of disabled pupils and those who have special educational needs is broadly average. The school meets the government's current floor standards, which set the minimum expectations for pupil's attainment and progress.
- Since the previous inspection there have been several changes of staff. The head of school took up her post substantively in September 2014, from Daubeney Primary School. Some staff are employed across the federation.

What does the school need to do to improve further?

- Make teaching outstanding and enable pupils to make sustained and rapid progress by making sure:
 - teachers in all classes give pupils enough information when marking their books to enable them to improve their work and make even better progress
 - pupils in every class present their work neatly and develop good handwriting
 - every teacher plans activities that challenge the most able pupils to make accelerated progress.

Inspection judgements

The leadership and management are outstanding

- The executive headteacher, ably supported by her leaders and governors successfully conveys the highest expectations and ambition for all pupils. They expect at least good achievement and insist on teaching that is consistently good and increasingly outstanding. They acted rapidly and decisively to tackle the dip in achievement in 2013. As a result standards in 2014 improved and are above the national average for all groups of pupils.
- Carefully planned training programmes ensure that leaders at all levels develop effective skills. Recently appointed subject leaders take an active role in improving teaching because they are being supported effectively by those with more experience.
- Leaders have an excellent understanding of the school's performance. Information about pupils' achievement is carefully analysed so that actions can be specifically targeted. For example, increased opportunities for pupils to write at length in all subjects are ensuring standards in writing have improved.
- The executive headteacher and senior leaders focus relentlessly on improving teaching and learning. They accurately identify the key priorities to make all teaching outstanding. Proven high quality training coupled with a culture of teachers observing one another and coaching is having a very positive impact. However the effect of some of this work is yet to show in accelerating progress for a few of the more able pupils by the end of Year 6. As a result achievement is not yet outstanding.
- Leadership of the Early Years Foundation Stage is outstanding. The leader has an excellent understanding of how young children learn and ensures activities are of the highest quality. Improvements in the classrooms and outdoor areas since the last inspection have been driven through and as a result children have excellent learning experiences.
- Equality of opportunity is considered at every level in the school. The experienced and highly effective, inclusion and pastoral team use additional funding effectively to provide extra support for disadvantaged pupils, those who speak English as an additional language and those who have a disability or special educational need. As a result most of these pupils make outstanding progress from their starting points and achieve well.
- Procedures for managing the performance of teaching are very effective and leaders ensure that any pay rewards reflect only the best in teaching and pupil progress.
- The school provides an exciting and engaging range of subjects. Leaders undertake regular reviews to ensure it reflects pupils' needs and takes into consideration national requirements. A very wide range of enrichment activities are open to all pupils. These contribute strongly to pupil's spiritual, moral, social and cultural development. The school makes excellent use of its diverse culture to teach pupils about different ways of life and how they fit into our society.
- The executive headteacher has forged strong links with businesses and charitable organisations that support the school in a variety of ways. For example the school has a team of young adult volunteers who attend four days a week for a year. These young people act as role models, mentors and classroom assistants. Inspectors were impressed with the way they were engaging with pupils and staff to support learning and behaviour.
- Information gathered from Parent View and through conversations indicates that parents are very happy with the care and education provided for their children. They particularly like the workshops arranged by the school to support their understanding of how to help their children. Many record positive comments when they attend. The school uses this information to target any further training.
- External partnerships are strong. The executive headteacher leads the local cluster of schools in developing training, checking assessment information and supporting newly qualified teachers. She also supports several other headteachers within the borough. The formal federation allows teachers and leaders to develop skills across both establishments. Links with the school's children centre are also strong.
- The school accesses support from the local authority if needed and there is an appropriately light touch from the authority for this good and improving school.
- Primary sports funding is used well. Pupils, parents and staff start the day with exercise in the playground and pupils who attend the breakfast club have extra sporting activities. The funding is used to provide a diverse range of activities including, fencing, horse riding and wheelchair basketball. Teachers develop their skills alongside the sports specialist to help sustain the range of sport in the long term.
- All statutory requirements for safeguarding are met and systems are managed extremely well.
- **The governance of the school:**
 - The governing body holds the school stringently to account. Governors have a very clear understanding

of information about the quality of teaching and pupil's achievement. This knowledge enables them to ask searching questions of leaders and to hold them to account for their actions. Governors know how the performance of staff is managed and they ensure promotion and pay awards reflect the progress pupils make. They closely monitor how additional funding is spent and check frequently that it is having the maximum impact on pupil's progress. They are experienced and reflective in their approach. As a result they have managed the federation process well, to the benefit of both schools.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. They are consistently polite and friendly towards each other and to visitors. They are excellent ambassadors for their school in all situations.
- The school is calm and orderly and pupils are very quick to respond to instructions.
- Pupils' attitudes to learning are exemplary. They know what they want to achieve and are determined to get there. They have very high aspirations for their future. They look up to their teachers and work very hard to please them. They are fully aware that they need to make excellent progress at all times if they are to succeed at secondary school and beyond.
- Children in the Nursery and Reception classes have excellent work habits and are keen confident learners. This reflects the high quality teaching that guides and supports them to follow instructions and develop self-confidence.
- Pupils say behaviour at playtime is very good. Pupils were observed actively enjoying themselves in the well-resourced playgrounds. The school effectively uses pupils as prefects, buddies and mentors to support their friends and ensure good behaviour. As a result there are very few recorded incidents of poor behaviour. Those that do occur are investigated thoroughly and resolved.
- Adult 'learning mentors' support pupils and families who may be experiencing problems well. Pupils have complete confidence that adults will sort out any problems quickly.
- Incidents of bullying are extremely rare. Very well developed procedures are applied consistently to deal with different forms of bullying, including name calling and cyber bullying. Pupils can explain what action they would take if they were to experience bullying.
- Parents, who spoke to inspectors or responded to Parent View, mostly agreed that the school deals effectively with any incidents. They feel leaders and teachers listen to their concerns and act swiftly to deal with them.

Safety

- The school's work to keep pupils safe and secure is outstanding. Leaders make sure the building is safe and secure and procedures for visitors are rigorous. Internet safety is strongly promoted for pupils, staff and parents. Workshops and regular teaching ensures it remains a high priority.
- Pupils say they feel very safe in school and their parents agree with this view.
- Documentation and procedures to ensure all staff are suitable to work with children are exemplary and staff are checked very carefully prior to any appointment.
- The pastoral support team works closely with any pupils and their families, who may be experiencing difficulties. Good links with outside agencies ensure support is available quickly and any disruption to schooling is kept to a minimum.
- Attendance is above average because pupils love coming to school and the school is very proactive in following up any unexplained absence.

The quality of teaching is good

- Teaching is consistently good. It is not yet outstanding overall because outstanding progress in Key Stage 1 is not consistently maintained across Key Stage 2. As a result a few pupils, particularly the more able, do not reach the levels of attainment they are capable of.
- Children in the Nursery and Reception classes have access to exciting activities that are well planned by the teachers. Very good use is made of the excellent outdoor space to promote all areas of learning.
- Teachers are skilled at promoting the teaching of reading. Pupils who read to inspectors used their knowledge of phonics (the sounds letters make) to read unfamiliar words. Older pupils enjoy reading a wide variety of books and have developed a broader range of skills.
- Disadvantaged pupils benefit from a wide range of extra support in addition to good teaching every day.

Support is effectively matched to their needs because teachers assess pupils' learning accurately.

- Disabled pupils and those with special educational needs make excellent progress because their needs are met accurately and they receive high quality support from additional adults.
- Secure systems and experienced staff ensure pupils who speak English as an additional language are supported to make outstanding progress, especially in reading. Standards for most of these pupils are above average and in line with all pupils.
- Teachers use skilful questioning during their teaching to encourage pupils to develop and deepen their understanding. It works well because pupils are keen to engage in discussions about their learning and gain as much knowledge as they can.
- Tracking of pupils' progress is thorough, which helps teachers plan activities that generally provide good levels of challenge. Pupils are confident to assess their own capabilities. They were observed, in several classes, accurately choosing their activities from a range of different levels that matched their understanding, yet provided challenge.
- Learning support assistants are used well during lessons. They are an integral part of the teaching team and are respected as such.
- Teachers mark pupils' books regularly and most follow the schools comprehensive marking policy. In some cases the marking comments do not give pupils enough advice on how they can improve their work, or they have insufficient time to respond. As a result progress is slower for these pupils.
- Pupils' books are generally well presented. However the quality of pupils' handwriting is variable and sometimes detracts from the quality of the work. Teachers have recognised this is a priority and are implementing extra opportunities for regular practice.

The achievement of pupils is good

- Children enter the Nursery and Reception classes with lower skills in reading and writing and especially in speaking and listening than is typical. Excellent teaching and activities that constantly promote conversation and explanation ensures that they quickly become confident and articulate.
- Phonics is very well taught. Consequently the proportion of pupils who reach the national standard in the Year 1 check is above average and rising every year. Pupils who speak English as an additional language do as well as other pupils in their ability to understand English words.
- By the end of Year 2 pupils have made excellent progress and attainment is above national standards. Many pupils achieve exceptionally well. This has been the case over time, apart from 2013 when there was a slight dip.
- Attainment at the end of Year 6 has been rising over time. Timely action by school leaders ensured a dip in standards in 2013 has been reversed. Standards in 2014 have risen again and are above the national average for all groups of pupils. The proportions of pupils achieving higher levels, has also increased, especially in reading.
- The most able pupils at the end of Year 2 achieve significantly above average in writing and mathematics and above average in reading. At the end of Year 6 many, but not all of these pupils achieve highly in writing, mathematics and in reading. As a consequence achievement is not outstanding
- At the end of Year 2 and Year 6 pupils who speak English as an additional language reach standards that are above the national average in all subjects. Most make outstanding progress from their starting points especially in reading and writing.
- Assessment information provided by the school indicates that current pupils are continuing to make good or better progress and are on track to reach higher standards than previous years.
- Disabled pupils and those with special educational needs make outstanding progress from their starting points. This is because support for learning is of high quality and following careful assessments; activities are closely matched to needs.
- Disadvantaged pupils make at least as much progress as their peers and achieve well. Funds are used very effectively to target specific support and ensure they have access to all the school has to offer. Gaps are closing. In 2014 attainment for this group was in line with other pupils' nationally in reading and writing and approximately a term behind in mathematics. There is no gap with their classmates in reading but they are approximately two terms behind in mathematics and writing.

The early years provision**is outstanding**

- Children start in the Nursery and Reception classes with skills and knowledge that are below those found typically for their age. In 2013 and 2014 only approximately a quarter of children were assessed as being within typical ranges in all areas of learning when they entered school. This is especially the case in the area of reading, writing and speaking.
- Many children speak English as an additional language and although their spoken English is adequate they are not confident to engage in conversation. They make rapid and excellent progress. At the end of the Reception Year most children achieve a good level of development and the proportion is above national averages and rising over time. As a result they enter Year 1 well prepared to continue their education.
- Teachers spend a lot of time getting to know families and children before they start school. This helps children settle quickly and happily into the routines of the school. Children were keen to show the inspector around their classrooms and very proud of the work they had completed so far this term.
- Teaching is outstanding and all staff play an active role in developing conversation and learning, through effective questioning. They are actively engaged in the learning at all times and relationships between adults and children are excellent. For example, adults developed mathematical vocabulary whilst following children around a roadway on a scooter and counting skills during games of hopscotch.
- Purposeful conversation is used effectively by adults. During a sewing activity a nursery child's counting skills were developed through counting beads. The teachers also developed the child's knowledge of the world when discussing the theme for the topic which was autumn. As a consequence the activity was completed to a high standard and the child quickly became confident to talk and develop her understanding.
- The extremely effective early years leader has been instrumental in improving the quality of the outside space. It is excellent and children use it confidently and sensibly. It promotes learning across all subjects and allows plenty of opportunities for children to investigate and discover things independently. His strong leadership is ensuring teaching is constantly improving and children's progress is accelerating further.
- A very good use is made of modern technology to record activities and assesses children's progress. Children are actively involved in this process and enjoy using tablets to take photographs of their learning. Future lessons are based on this comprehensive assessment to ensure activities reflect the children's interests.

Behaviour and safety are outstanding. Children play confidently and behave very well together. They share, make friends and enjoy learning whilst developing their curiosity and creativity. They are cared for and kept safe because safeguarding processes are secure.

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 pupils' 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 pupils' 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

Unique reference number	100240
Local authority	Hackney
Inspection number	444251

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	440
Appropriate authority	The governing body
Chair	Angie Melaniphy
Headteacher	Janice Thomas
Date of previous school inspection	17–18 March 2010
Telephone number	020 77396531
Fax number	020 76130789
Email address	office@sebright.hackney.sch.uk

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