

# Inspection of Solebay Primary – A Paradigm Academy

11 Solebay Street, London E1 4PW

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Inspection dates: 10 and 11 May 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Leaders have created an inclusive, nurturing school. In the early years, children adore listening to stories which celebrate diversity. For example, children in the Nursery were absorbed in a story about a bear who used hearing aids. They loved joining in with the key words in the story. Many pupils said that they enjoy learning about different people and that everyone is treated equally in school. Pupils are happy here.

Leaders are passionate and have high ambition for pupils. Their enthusiasm and high expectations are shared by school staff. Pupils habitually live up to these. Pupils are very mature and responsible. Pupils move around the building safely and sensibly. This includes when they are not accompanied by adults. Pupils show respect for school staff and each other. Pupils take on leadership responsibilities such as helping the school staff at lunchtime. Other pupils appreciate what others do for them.

Pupils are taught important information about safety, including road safety. This is emphasised because leaders know that pupils cross roads every day to access the school's outdoor spaces. Pupils are safe and feel safe.

## **What does the school do well and what does it need to do better?**

Leaders devise a highly ambitious curriculum. Leaders think about what they want pupils to know and be able to do by the time they leave the school at the end of Year 6. They expertly identify the component parts of knowledge for pupils to remember. They make sure that this knowledge builds cumulatively from the early years onwards. Leaders have expert subject knowledge. They are passionate about the subjects they lead. They share their expertise with teaching staff regularly. As a result, teaching staff have very strong subject knowledge. This includes when they teach subjects beyond their main area of expertise. Consequently, pupils have strong knowledge across different subjects. Pupils connect knowledge gained in previous years and across different subjects confidently. For example, in art, pupils acquire knowledge of different art techniques and learn that the use of colour can affect mood. In Year 6 pupils use this knowledge to make informed decisions about techniques and colour to create still life drawings.

Leaders and teachers are highly reflective. Frequently, they check that pupils know and remember important information. They use this information to help them decide what they need to teach next. They consider the needs of the pupils that they teach. This includes pupils with special educational needs and/or disabilities (SEND). They adapt teaching and approaches so that pupils with SEND can learn the curriculum well. This includes pupils who attend the specially resourced provision. Leaders make sure pupils with SEND receive appropriate help and support from external therapists and experts where necessary. These professionals provide additional training for teachers and teaching assistants.

There is a strong focus on making sure that pupils learn to read. Phonics teaching starts in the early years. Teaching is matched to pupils' starting points. Pupils read books matched to the sounds they know. Pupils receive additional phonics teaching to help them keep up. Leaders invite parents to school to find out how to help their child with reading at home. Pupils quickly develop the confidence and skills to read fluently.

Pupils are excited about learning. They are highly engaged in class. This includes children in the early years. Low-level disruption does not interrupt learning. Leaders provide extensive opportunities for pupils' personal development. In different year groups, leaders provide residential visits and experiences. Some pupils in Year 6 said they are looking forward to the upcoming residential trip, particularly visiting a beach. Leaders think carefully about the experiences they want pupils to have. They provide opportunities for pupils to learn important life skills and learn about etiquette. For example, children in the early years are shown how to use a knife and fork correctly. The programme for personal, social and health education starts in the early years. The programme includes teaching about relationships in age-appropriate ways, and the importance of keeping physically and mentally healthy.

Leaders work collaboratively with leaders of the trust and other schools. Schools within the trust share knowledge and expertise. Leaders of the trust provide strong support and challenge. Leaders of the trust and school leaders regularly consider ways to support staff to manage their workload. Many school staff said that they feel valued by leaders. They appreciate the consideration that leaders show for their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders provide regular safeguarding training for staff. They check that staff know what to do if they are concerned. School staff know the signs that a pupil may need help or support. Leaders respond swiftly to any concerns that may arise. They make referrals to external safeguarding partners appropriately. Leaders maintain detailed records of the ways concerns are followed up. They escalate safeguarding concerns if they are not satisfied with external responses.

Pupils are taught about online safety. Leaders also provide opportunities for parents to gain important information about measures to keep pupils safe online.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	138276
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10241280
<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	217
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David Willis
<b>Principal</b>	Janet Baker
<b>Website</b>	<a href="http://www.solebayacademy.paradigmtrust.org">www.solebayacademy.paradigmtrust.org</a>
<b>Date of previous inspection</b>	30 and 31 October 2019, under section 8 of the Education Act 2005

## Information about this school

- The school is a part of the Paradigm Multi-academy Trust.
- There is a specially resourced provision class for pupils with SEND at the school.
- The school does not make use of alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the principal and other senior leaders at the school. Inspectors also spoke with representatives of the trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and religious education. For each deep dive, inspectors discussed the

curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors spoke with leaders, staff and pupils about safeguarding. Inspectors scrutinised school safeguarding records. They analysed the information gathered before staff begin working at the school.
- Inspectors observed behaviour in the dining hall and play deck space. They also visited the park to observe playtime arrangements.
- Inspectors spoke with some parents at morning drop off time.
- They also examined responses to Ofsted's online surveys for staff, pupils and parents.

### **Inspection team**

Andrea Bedeau, lead inspector

His Majesty's Inspector

Jeff Cole

Ofsted Inspector

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Piccadilly Gate  
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Manchester  
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