

Inspection of Stebon Primary School

Burdett Estate, Wallwood Street, Poplar, London E14 7AD

Inspection dates: 18 and 19 July 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Children work and play very well together in this community-minded school. It is a joyful place to learn. Pupils are encouraged to develop key character traits, including kindness and citizenship, through the 'Explorers' curriculum. At breaktime, older pupils take on roles as playground buddies. They help younger pupils to make friends and play together nicely.

Leaders have the highest expectations for what all pupils can learn and do. The curriculum is highly ambitious. Teachers are passionate about the subjects they teach. The work that pupils produce is of a very high quality.

Creative and performance subjects have a prominent place in the school. Pupils of all ages grow in confidence and ability through this curriculum. For example, pupils in Year 4 study Shakespeare plays, including 'Romeo and Juliet' and 'Macbeth', which they perform in costume to parents and carers in a London theatre.

The early years staff are highly skilled at developing children's early language and communication skills. Leaders have given careful thought to every aspect of the indoor and outdoor provision so that it provides children with the best learning opportunities, including for two-year-old children. Children in Reception are very well prepared for their next stage of education.

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

Leaders have developed their own curriculum in each subject area. They have identified the key knowledge they want pupils to learn. Leaders have sequenced this knowledge carefully to build pupils' understanding over time. For example, in design and technology (DT), pupils design and build increasingly complex mechanisms as they move up through the years. By Year 6, they take the tensile strength of materials into account to build a bridge that can support a given weight.

Teachers help pupils to apply their learning to new situations. They introduce subject-specific vocabulary clearly so that pupils use it with accuracy. Educational visits help pupils to put their learning into real-life situations. For example, pupils in Year 5 visit the Thames Barrier to learn about flood defences as part of their learning about rivers in geography.

Teachers are skilled at checking what pupils know and remember. They use in-class assessment techniques to identify any gaps in pupils' learning. They adapt their lessons to address any misconceptions that pupils may have. In the Nursery and Reception, teachers change learning activities daily to respond to the emerging needs of each child.

The behaviour of pupils is impeccable. They try their hardest in lessons and listen to their teachers. The playground is full of the sounds of laughter. Older pupils are role

models to younger pupils. Children in the early years learn how to behave through songs and games. They are encouraged to take turns and share.

Reading is at the heart of the curriculum. Pupils love to listen to their teachers read. Teachers bring stories to life and help pupils to understand the context of the texts they study. For example, when studying Shakespeare, pupils learn about Tudor England. This helps them to understand the themes that Shakespeare writes about in his plays.

Teachers have been well trained to help pupils at the early stages of learning to read. Children learn phonics from the start of Reception. Staff swiftly identify any children who fall behind the phonics programme. These children receive expert support to catch up with their peers.

The provision for pupils with special educational needs and/or disabilities (SEND) is exceptional. Leaders identify pupils with SEND at the earliest opportunity. Adults who support pupils with SEND are experts at what they do. They know the needs of pupils with SEND very well. Staff encourage pupils with SEND to become confident and independent learners. All pupils with SEND access the same curriculum as other pupils.

Pupils take part in the 'Explorers' curriculum on a Friday afternoon each week. The projects they complete foster character, including teamwork and leadership. For example, pupils in Years 4, 5 and 6 learn to be entrepreneurs. They create business designs, manage a budget and sell their products.

Leaders encourage pupils to be responsible citizens. The school's eco-team takes part in sustainability projects. The school council has worked with school leaders to make positive changes to the playground. Younger pupils make crafts to give to people in the local residential care home. All pupils learn the importance of thinking of others and showing kindness.

Staff are happy working here. They appreciate the efforts of leaders to support their well-being. Weekly planning sessions help them to manage their workload. The programme to develop the knowledge and skills of staff is expertly organised. Leaders ensure that teachers in the early stages of their careers make a great start when they join the school.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the pupils and their families in the school's community well. Leaders ensure that all staff are trained in safeguarding procedures. Staff are alert to the signs that pupils may be at risk of neglect and abuse. All staff report any concerns they may have about pupil safety, no matter how minor. Leaders work effectively with outside agencies to support any pupils at risk of harm.

Pupils are taught how to stay safe and manage risk, including online. They are encouraged to develop healthy habits, including with regard to mental health. Pupils attend safety workshops that are well matched to the risks they face in their local area.

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 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

Unique reference number	144235
Local authority	Tower Hamlets
Inspection number	10255312
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	706
Appropriate authority	Board of trustees
Chair of trust	Peter Sherratt
Headteacher	Jeremy Iver
Website	www.stebon.org.uk
Dates of previous inspection	21 and 22 January 2020, under section 8 of the Education Act 2005

Information about this school

- The school opened a provision for two-year-olds in April 2022.
- Leaders do not use any 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.
- During the inspection, inspectors held meetings with the headteacher and other senior school leaders. Inspectors also met with members of the board of trustees and members of the local governing body, including the chair of the trust, the chief executive officer and the chair of the local governing body.
- Inspectors carried out subject deep dives in early reading, mathematics, DT, geography and physical education. Inspectors met with subject leaders and

teachers to discuss the curriculum and visited a sample of lessons. They also reviewed pupils' work and met with pupils to discuss their learning.

- Inspectors reviewed policies and records related to safeguarding, including pre-employment checks carried out before appointing staff. They evaluated the effectiveness of safeguarding through discussions with leaders, governors, pupils and staff.
- Inspectors spoke to a range of members of staff, including teaching staff, early career teachers and support staff. They considered the responses to Ofsted's online staff survey.
- Inspectors reviewed a range of school documentation. This included school policies, records of pupils' attendance rates and behaviour, and school improvement reports.
- Inspectors spoke to a range of pupils and reviewed responses to Ofsted's online survey of pupils' views. They also considered the views of parents who made responses to Ofsted's online survey for parents, Ofsted Parent View.

Inspection team

Annabel Davies, lead inspector	His Majesty's Inspector
Karen Kent	His Majesty's Inspector
Mark Smith	His Majesty's Inspector
Martyn Patterson	Ofsted Inspector

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