

Inspection of an outstanding school: Globe Primary School

Gawber Street, Bethnal Green, London E2 0JH

Inspection dates:

6 and 7 February 2024

Outcome

Globe Primary School continues to be an outstanding school.

What is it like to attend this school?

Pupils get an excellent start to school life and love coming to school every day. They enjoy being with their friends and contributing to engaging lessons. Pupils are kind, polite and respectful towards one another and to adults. All pupils feel safe and can name a trusted adult they can talk to if they have any worries or concerns.

The school has high expectations of all pupils and what they can achieve. This is especially true for disadvantaged pupils, including those with special educational needs and/or disabilities (SEND). The school is a fully welcoming community. Pupils work hard in lessons, respond eagerly to questions from staff and demonstrate exemplary behaviours in and around the school. Pupils are motivated to keep trying and display a high level of focus. As a result, they achieve highly across all areas of the curriculum.

The personal development of pupils is exceptional. They act as proud ambassadors for their school and local community. Pupils love the opportunities the school provides to be of service to others.

Parents and carers are overwhelmingly positive about the school. From the moment their children start in early years or as new arrivals, parents said they feel part of the school family.

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

The school has established a highly developed curriculum for all ages and subjects. This all starts from the exceptional early years provision. The curriculum sets out in detail the precise knowledge, skills and vocabulary pupils will learn. The school has carefully sequenced the key content that pupils need to revisit to help them build learning over time.

Staff routinely check and assess what pupils have learned. They use this information to ensure pupils' knowledge and skills are retained and to help inform future teaching. Pupils achieve well, particularly in reading and mathematics. In early years, children use a wide range of tools and equipment to make moving models and toys. They show they can carefully share and take turns when using equipment on the workbench and in the cooking area. The environment is rich with numbers and letters and children refer to these while practising their early writing skills.

The school develops a deep understanding of children's needs before they start school. This approach supports the early and accurate identification of children with complex needs. Pupils in the onsite specialist language provision receive tailored help. Staff adapt learning for pupils with SEND expertly.

The school is determined that all pupils will quickly become fluent readers and enjoy a range of high-quality books and texts. Staff are well trained so that the teaching of phonics is precise and accurate. Teachers act quickly to support any pupils who struggle with reading, enabling them to catch up swiftly. Accurate and regular assessment ensures that pupils' books precisely match the sounds they are learning. Older pupils are encouraged to become authors and compose their own short stories and poems. The effective development of children's communication and language is at the heart of the early years. Teaching staff promote children's conversation very well.

The school places high emphasis on pupils' personal development. Pupils show empathy and kindness. There are numerous opportunities to be of service, such as class and school librarians, personal assistants to teachers, assembly ushers and attendance advocates to name but a few. Pupils in Years 3 to 6 all get to take part in a range of residential activities linked to their learning and physical development. Attendance is high for all pupils. Leaders have strong systems to make sure pupils attend regularly. The school develops pupils' understanding of different cultures. For instance, in Reception, many children write cards to their families to celebrate the Chinese Lunar New Year. Children love to learn cooking and food technology skills. They eagerly cut vegetables and fruit for salads and a stir fry. Staff encourage children to wash and clean up afterwards.

Parents receive helpful information to allow them to support learning at home. This offer includes opportunities to 'Stay and Play' in Nursery and Reception. Parents also attend early reading and mathematics workshops and lessons, working alongside their children.

School leaders are mindful of staff workload and create collaborative ways of working across the federation to support this. Staff value the support provided and love working at the school. Governors are experienced and understand their roles and responsibilities. They are skilled at challenging leaders while equally offering a strong level of support.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in November 2017.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100902
Local authority	Tower Hamlets
Inspection number	10296694
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	356
Appropriate authority	The governing body
Chair of governing body	John Edwards
Headteacher	Marie Maxwell (executive headteacher) Euan Williams (head of school)
Website	www.globeschool.org.uk
Dates of previous inspection	8 and 9 November 2017, under section 8 of the Education Act 2005

Information about this school

- The school is federated with another primary school in the same local authority. The executive headteacher leads both schools. Each school is governed by its own separate governing body.
- The school has specially resourced provision for up to 30 pupils with SEND and speech language and communication needs.
- The school currently uses no alternative provision.
- The school runs its own breakfast club.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the executive headteacher, the head of school, the special educational needs and disabilities coordinators and other subject leaders. He spoke

with members of the local governing body, including the chair of governors, and a representative from the local authority.

- The inspector carried out deep dives in these subjects: reading, mathematics and design and technology. For each deep dive, the inspector met with subject leaders, considered the curriculum, visited a wide range of lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- The inspector considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of school leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector met with parents at the start of the school day and considered the views of parents, staff and pupils, including through responses to Ofsted's surveys.

Inspection team

Sean Flood, lead inspector

Ofsted Inspector

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