

Sebright School

Inspection report

Unique Reference Number	100240
Local Authority	Hackney
Inspection number	335509
Inspection dates	17–18 March 2010
Reporting inspector	Ruth McFarlane

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	438
Appropriate authority	The governing body
Chair	Tulip Tuitt
Headteacher	Janice Thomas
Date of previous school inspection	7 June 2007
School address	Audrey Street Goldsmiths Row London E2 8QH
Telephone number	020 7739 6531
Fax number	020 7613 0789
Email address	jthomas@sebright.hackney.sch.uk

Age group	3–11
Inspection dates	17–18 March 2010
Inspection number	335509

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 rates 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 08456 404045, or email 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 documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. The majority of the time was spent observing learning. Twenty-one lessons or part lessons were observed, and 16 teachers or teaching assistants were seen leading lessons. Meetings were held with groups of pupils, staff and the Chair of the Governing Body. Inspectors observed the school's work, and looked at responses to staff and pupil surveys, monitoring records, data showing pupils' progress, minutes of meetings, planning, policies and procedures, a letter from the schools' minister and 193 parent and carers pre-inspection questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of school strategies to improve attendance
- how well the school is working to improve the attainment of the high attainers
- how well the new curriculum, started in September, supports the drive to improve attainment in science
- the impact of the extended schools programme on pupils' educational experience and their personal development.

Information about the school

This is a large inner city primary school. Pupils come from a very wide range of ethnic backgrounds. The largest group, and a far higher proportion than is usual, have Bangladeshi backgrounds. Two thirds are at an early stage of speaking English. The range of first languages is very wide. The proportion of pupils with special educational needs and/or disabilities is above average, and high for those with statements of special educational needs. Most of these are related to dyslexia or social, emotional and behavioural difficulties, or difficulties in the autistic spectrum. The school has achieved several awards including Healthy Schools and Artsmark Gold. The Early Years Foundation Stage comprises a Nursery and two Reception classes. Extended schools activities include a breakfast club, several after-school clubs and a Saturday school. A children's centre opened in February 2007 on a separate site, managed by the governing body. It offers day care for children up to the age of five.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Sebright School is a good school that reaches out successfully to its community and where pupils thoroughly enjoy their learning. The high levels of pastoral care that pupils receive help them to develop very positive personal skills and qualities. As a result, their spiritual, moral, social and cultural awareness is outstanding.

The extended schools work, including the children's centre, cements the school's very strong parent partnership and community links, and provides good support and enrichment for learning. The 'Shine on Saturday' arrangement, in which classes are offered additional opportunities to boost learning, is popular. The school's efforts to improve attendance, which had been low, have met with sharp success and it is now broadly average. A new curriculum has recently been introduced which links subjects together to make learning more meaningful. Although it is too early to assess the full impact, already it has invigorated science investigation, where attainment was weaker than that for other subjects in 2009. During the inspection, pupils in Year 6 showed they could apply their scientific knowledge in line with national norms.

Current pupils' attainment in English, mathematics and science is broadly average, representing good achievement from their generally low starting points. Pupils' progress in English and mathematics between 2004 and 2008 has been officially recognised by the Department for Children, Schools and Families as consistently good. Even in 2009 in Year 6, when attainment dipped, good progress was evident overall, because that cohort's starting points were particularly low. Children learn well and achieve good outcomes in the Early Years Foundation Stage, although the activities set out in the outside area are not planned well enough to be fully integrated into their learning. The progress of high attainers is more mixed. By the age of seven a good number reach the higher levels, but by the age of 11 there are fewer than nationally expected; the school has recognised this.

This variation was reflected in teaching seen during the inspection, which ranged in effectiveness from satisfactory to outstanding. Where teaching is weaker, pupils' activities are not precisely matched to their different abilities. In addition, some pupils are not given enough information about what they are trying to learn and how they can improve. Occasionally, they are asked to be passive listeners for too long; in these lessons, the pace of learning drops and progress slows.

Evidence of the impact of leaders and managers on bringing about improvement is found in the many positive developments underway to improve learning. This is evident in the improvement in science standards now coming through. The school has a good capacity to improve further because leaders and managers have a clear and accurate

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

view of the school's current strengths and weaknesses, evaluation has identified where improvement is needed and action is prompt and successful. Governance is good. A key strength of the leadership is that governors and managers at all levels work together and are committed to the school's ethos and vision to improve pupil outcomes and to ensure pupils are safe and happy. In the words of several pupils, 'school is cool.'

What does the school need to do to improve further?

- Increase the higher levels pupils attain by:
 - ensuring lessons feature good pace with an appropriate balance of teachers' input and pupils' active involvement in their learning
 - providing challenging tasks which involve creative thinking, and that are matched precisely to pupils' abilities within the class
 - making consistent use of targets and written feedback so pupils are clear about their next steps in learning and how to improve their work.
- In the Early Years Foundation Stage, improve the use of the outdoor area to link child-initiated learning with whole-class learning.

Outcomes for individuals and groups of pupils**2**

The pupils are wonderful ambassadors for the school, talking with enthusiasm about it and the wide range of activities they enjoy. Most are confident, articulate and polite; they consistently show high levels of respect and consideration for each other. For instance, pupils showed excellent social skills, both as leaders and participants, in the weekly Forum meeting for Years 2'6, in which they discuss their week and its learning priorities.

Pupils are overwhelmingly positive about the care and help that they receive from teachers and other staff and feel very safe and secure in their school environment. Attainment is average and pupils make good progress, not only because teaching is good but also because pupils' attitudes to learning are good. In a Year 2 lesson on how to use speech marks, pupils clapped spontaneously to encourage the success of their peers. In a Year 6 English lesson, positive and collaborative learning attitudes helped pupils to write persuasively about the value of recycling. Relationships between pupils and staff are very positive and pupils' behaviour is good; these factors make a strong contribution to the harmonious community feeling within the school. Pupils of different backgrounds, and those who speak English as an additional language, work well together and make similar good progress. The many pupils who have special educational needs and/or disabilities, such as social, emotional and behavioural difficulties, autism or dyslexia, benefit from well-targeted support and achieve as well as their peers, bearing in mind their individual starting points.

Pupils have a clear voice in the school and there are numerous opportunities for individuals to take on responsibility. For example, playground mentors ensure all pupils feel included. Sporting competitions provide many pupils with regular opportunities to

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

make a wider positive contribution. Pupils have a good understanding of how to keep themselves healthy, reflecting the impact of the national awards work. Attendance is broadly average. This, together with pupils' positive attitudes and personal qualities, and their secure basic skills, ensures they are satisfactorily prepared for their future economic well being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The school provides a very welcoming, nurturing environment with a strong focus on pastoral care in which pupils enjoy engaging curricular experiences. The curriculum is not outstanding because improved cross-curricular, topic-based approaches that enable all pupils to apply their skills in a range of different contexts are just being developed. Some aspects of the curriculum are strong, such as the work that has led to the award of the Gold Artsmark. Extra-curricular activities are wide ranging and enthusiastically taken up. These successfully build pupils' confidence and enhance their personal skills as well as academic progress.

In lessons where teaching is good or better, planning is detailed and carefully matched

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

to the different learning needs of individuals. A good variety of teaching methods keep pupils focused on their learning. In a Year 6 science lesson when pupils were devising a fair test, short bursts of collaborative work intermingled with presentations of findings successfully combined personal development, creative thinking and speaking and listening. Imaginative resources, including interactive whiteboards, are thoughtfully used to keep pupils highly engaged. Good ongoing assessment is integral to these lessons and contributes effectively to pupils' good progress. In less effective lessons, teachers' explanations are sometimes too lengthy, with a tendency to 'tell' pupils the answers rather than elicit their ideas and assess their understanding. As a consequence, some activities are not well matched to the pupils' needs. However, the use of highly effective multi-agency partnerships and strong links with parents and carers support those pupils with additional needs well. Support work is just beginning to be extended to boost guidance for the more able. Transition arrangements are highly effective for both induction into the school and for preparing pupils for their move to secondary education.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Staff's shared understanding of continuous improvement is underpinned by a climate of mutual support and close teamwork. Monitoring of teaching and learning involves subject leaders and has been rigorous in bringing about improvements so that just a few inconsistencies remain. Detailed analysis of the performance of different groups triggers effective targeted action which has already raised standards in science. A successful focus on pupils with additional learning needs and those who are at an early stage of speaking English have been priorities, supporting equality in this inclusive school. The school is aware that more specific attention is also needed for the more able to ensure that equality really does cover everyone. Governors' skills are beginning to be harvested to support the school's work. Energetic attention to training and induction is driven by the well-informed Chair of the Governing Body. The school's systems for risk assessment and procedures to safeguard pupils' welfare are good. All appropriate checks are undertaken prior to the appointment of staff, and recorded fully on a centralised register.

The school's engagement with parents and carers and others in the community is exceptionally well developed with regular opportunities for consultation and a good range of quality communication between school and home. This strength has helped the

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

school to develop a good understanding of its context in relation to promoting community cohesion. Its children's centre, caring for babies and children up to age five on a separate site, cements the well-established links with the local community. Good work to extend links beyond the school and local community are under way but these are at an early stage.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Early Years Foundation Stage typically demonstrating skills and capabilities below those expected for their age. This is the case in the children's centre setting as well. In the school, children settle quickly, gain independence and interact well. They make good progress towards the Early Learning Goals particularly in their personal, social and emotional development. Adults support children's learning well, with good questioning helping to move learning forward. Activities are varied and stimulating, incorporating opportunities for children to move freely between indoor and outdoor learning. Learning activities prepared for children to choose are not connected sufficiently to the focus of their learning. This is especially the case in the outside area. There are good relationships between children and adults and levels of care in the secure, nurturing environment are high. Planning is regularly reviewed and observation and assessment systems are of very high quality, so that planning is fully adapted to meet specific learning needs. This is especially the case for the many who speak English as an additional language and those who find learning difficult. Leadership and management of the unit are good and there is a very strong sense of team work. Practitioners are reflective and are aware of the current strengths and further

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

developments required. Links between the children's centre and the school's Early Years Foundation Stage setting are being developed to ensure complete compatibility of practice, but these developments are at an early stage. All required policies and procedures are in place and links with parents are excellent, ensuring good transition into school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of parents and carers are strongly supportive of the school and all that it does, and they are happy with their children's overall experience. A very small minority signalled some dissatisfaction but no specific pattern emerged, and inspectors' investigations suggested no cause for concern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sebright School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 193 completed questionnaires by the end of the on-site inspection. In total, there are 438 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	130	67	63	33	0	0	0	0
The school keeps my child safe	119	62	69	36	2	1	0	0
The school informs me about my child's progress	96	50	81	42	8	4	2	1
My child is making enough progress at this school	92	48	85	44	9	5	1	1
The teaching is good at this school	111	58	74	38	7	4	0	0
The school helps me to support my child's learning	97	50	82	42	10	5	1	1
The school helps my child to have a healthy lifestyle	103	53	85	44	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	68	35	100	52	7	4	1	1
The school meets my child's particular needs	82	35	89	46	12	6	1	1
The school deals effectively with unacceptable behaviour	87	45	94	49	5	3	0	0
The school takes account of my suggestions and concerns	69	36	97	50	10	5	5	3
The school is led and managed effectively	92	48	85	44	5	3	0	0
Overall, I am happy with my child's experience at this school	120	62	67	35	3	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



22 March 2010

Dear Pupils

Inspection of Sebright School, London

E2 8QH

You may remember that I recently visited your school with a team of inspectors. We would like to thank you for talking to us about your work and the things that you like best about your school. You told us you think yours is a good school and we agree.

We liked the confident way you talked to us and shared your views about the school. Many of you show how helpful you are by joining in with the school council and helping other children to have fun at playtimes. You told us that all the staff are really kind and will always help you sort out a problem. You have a very good understanding of how to keep yourself safe. You told us that you really enjoy the 'Shine on Saturday' programme and all the other activities. We know some of these help you to keep healthy and fit.

Most of you progress well because the teaching you receive is good. In most lessons the work you do is really interesting and well matched to what you need to learn. These lessons quickly get you involved in a variety of activities and make you think deeply. They also tell you regularly how well you are doing and what you need to do to improve your work. We have asked the governing body and staff to make sure all lessons are like this so that you can all make the best progress possible, especially those of you who find learning easy and could do with a bit more challenge.

We have asked that the outside learning area for the youngest children gets a bit more attention so that activities children choose there are linked more with their other learning.

I am sure that with your good attitudes to learning and good behaviour you will work with the teachers to help the school to improve even more.

Yours sincerely

Ruth McFarlane

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.