



Assessor's Evaluation for the IQM CoE Award



School Name: Stebon Primary School
Burdett Estate
Poplar
London
E14 7AD

Head/Principal: Mr Jeremy Iver

IQM Lead: Ms Emily Curtis

Date of Review: 24th February 2022

Assessor: Ms Stella Bailey

IQM Cluster Programme

Cluster Group: Quality First Network

Ambassador: Rekha Bhakoo

Date of Next Meeting: 18th March 2022

Sources of Evidence during IQM Review Day:

- Deputy Head/IQM Lead
- Assistant Head: Explorers Lead
- Assistant Head: Curriculum Lead
- SENCO
- Family Liaison Officer
- Learning Mentors x2
- Pupils from the School Council x4 from Year 5
- Individual pupils during learning walks
- Teaching Assistants x3

Research:

- School Website:
- Various Policy documents.
- SDP



Summary of Targets from 2020-2021

All schools have faced unprecedented challenges in the last two years Stebon Primary School is no exception. Leadership at Stebon Primary School realised early on in the Pandemic that schools would be forced to close, and that pupils and staff would have no option but to work from home. Other priorities became immediately more pressing.

Poplar Harca are a Housing Association and highly effective partners who worked, during this very challenging time, with Stebon Primary School to ensure that all pupils had access to Wi-Fi and electronic devices which enabled pupils to work from home during the early stages of school closure. Limiting the amount of lost learning time for all.

Targets agreed during 2020-2021 were impacted by COVID 19 but were achieved in in varying degrees and will be continued into 2021-2022.

Target 1 - To become a Trauma Informed School:

In summer 2021 the school produced a trauma informed curriculum. The purpose of which was to support children and parents to process the experiences they encountered during the Covid -19 Pandemic.

This was written by staff using resources from the Anna Freud Foundation and Winston's Wish. The Trauma Informed Curriculum is, over time blending in with the annual school curriculum. The purpose is to ensure that children will have the resilience and skills to deal with change when it happens in the future.

To gain recognition as a 'Trauma Informed School' schools must evidence that vulnerable children are offered the time and space to make sense of painful life events with an emotionally available adult who is trained to listen, understand and provide verbalised empathic responses. And that they understand that children who are not supported to process painful experiences and trauma, are at risk of low self-esteem, mental health problems and may go on to engage in inappropriate often harmful relationships with self and others and are likely to grow up to become vulnerable adults. (ACE research)

Evidence of implementation and monitoring must be written into the SEF and SIP as an ongoing area of focus. The training is designed to support senior leads to implement trauma informed and mentally healthy practices into their schools and aims to ensure that senior leads have the knowledge, skills and understanding to optimise the wellbeing of both adults and pupils in their school.

Stebon Primary School have planned for 8 trauma sessions with each session lasting thirty minutes. These will be at the start of the day in place of assembly and are to be called 'Time to Think' sessions. The sessions are designed to give children the opportunity to process the enormity of what they have experienced during the Covid-19 Pandemic and to know they are not alone and can ask for help.



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Target 2 - To ensure provision for P level children is of the highest quality:

The school implemented a nurture base and sensory room to enable those children working on P levels to have a provision which meets their needs, such as easy access to play based resources.

The school have purchased the online tool called Provision map. This has enabled them to bring together all SEND information into one online database. Having access to the information in one place means that staff can talk about the whole child with all the information they have available to them

The implementation of robust and accurate levelling of P level children using a classroom monitor tracker. This data has been moderated and is showing progress and highlighting next steps and targets

Target 3 - To create a progression of behaviours curriculum:

The school identified early on a sharp spike in reports of poor behaviour and attendance amongst children. To address this, they approached the Behaviour and Attendance Support Services (BASS) in Tower Hamlets and LEAP whose role is to support children who are struggling in mainstream provision. One development resulting from this was staff identified a meeting room which they repurposed to become the 'reflect and refocus room'. A safe place for children to go if they are struggling with their thoughts and behaviours during lesson time. The room is supervised whenever it is in use.

The Assistant Headteacher who is leading on the Explorers intervention talked with great commitment and passion about how this has progressed so far.

- A behaviour's curriculum has been completed and Explorer sessions have begun every Friday afternoon.
- Children work in mixed age groups called families to complete destinations (badges).
- Children have a passport to reflect on the behaviours they have been working on (e.g. kindness) and get a stamp to show they have reached their destination.
- Adults are working in their families on Friday afternoons and the destinations have been mapped across the year on a 3-year cycle.

Next steps include introducing 'behaviours' into the EYFS curriculum and to involve parents by sharing the learning that is taking place. (2021-2022)

Agreed Targets for 2021-22:

Target 1 - Continue to research and embed Trauma Informed practice:



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- The Inclusion Lead (Deputy Head) will participate in training to build her knowledge and expertise around 'trauma informed schools' and ensure this information is shared across both schools in the first instance.
- Ensure all staff have/had training in restorative justice technique.
- Parental engagement with zones of regulation and restorative justice – ensure parents understand the language and can support its use at home.
- Identify class teaching teams to become trauma informed experts who can support with modelling excellent provision in school.

Target 2 - Consistency of provision across the school for children with SEND:

- Ensure best practice is shared across the school (use of engagement stickers, consistency of planning, consistency of books).
- Identify specific book looks and PP meetings for children working on P levels and/or with an EHCP.
- Monitoring of the nurture base and sensory room.

Target 3 - Improve parental engagement and involvement in teaching and learning:

- Learning remotely from home during lockdown meant that parents became much more aware of what and how the children were learning during school time.
- Now children are back, we want to look for ways to continue this dialogue with parents so they have more information about what is happening in the school and can support their children with this at home.
- Get parents into the building (working party across the school) and get their ideas on how we can improve communication about teaching and learning.
- Set up robust systems for regular communications and get feedback from parents about which work well and how to improve further.

The Impact of the Cluster Group

Stebon Primary School have had opportunity to engaged with three virtual online cluster group meetings. There was a last-minute date change to one cluster group meeting which meant that the school was unable to attend. However, Stebon Primary School benefitted from the sharing of good practice, insights, and experiences from the meetings they did attend and look forward to more of this as schools return to a new normal post lockdown.



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Context

Stebon Primary School (SPS) is a larger than average-sized primary school situated in the London Borough of Tower Hamlets. The proportion of pupils from a minority ethnic background is high. Nearly all pupils are of Bangladeshi heritage and speak English as an additional language. Most children join the school speaking little or no English. The proportion of pupils with a statement of special educational needs is slightly above average.

There are 19.9% of pupils on the SEND register (higher than the National Average) and 54% of these children are receiving Pupil Premium funding. At the start of the Autumn term 2021 there were 13 children with EHC plans in process.

I arrived at the school on a very wet and blustery February morning. The Headteacher and the Deputy Head were at the gate welcoming pupils, parents and other visitors to their School. Despite the weather children were smiling, laughing and greeting teachers and friends. There was a warmth and sincerity about their behaviours that told me, these children love coming to school. This was reinforced during my learning walk with Jeremy the Headteacher and throughout the entire day that I spent at Stebon Primary School.

CPD at Stebon Primary School is extensive and very well attended. All staff are included and encouraged to develop their skills through a creative, well planned and targeted menu of learning opportunities. Leaders at Steben PS recognise that staff are there their greatest asset and are committed to supporting all staff to achieve to their full potential. Creating opportunities encouraging aspiration and broadening horizons.

Through work with Bygrove Primary School (Bygrove PS) their partner school, teachers have further opportunities to develop their skills. Senior leaders are involved in promoting improvement in other schools across Tower Hamlets. During my visit there was a training day in progress involving approximately 20 teachers from visiting schools.

The school building is in the middle of a very large housing estate in the heart of the East London. The Headteacher has a very clear vision of how he wants the school to look and what 'playground furniture' would facilitate positive and safe play experiences for children at all stages of development and ability during their time at Stebon Primary School; and indeed beyond since the facilities are available for community use beyond the school day, including school holidays. The playground is very well designed and equipment and facilities were of the highest quality.

Similarly, a great deal of thought had gone into the internal design of the building, particularly the newest development. Extra-large windows have been installed giving the school an open, airy and well-lit interior. This enhanced the ample displays of children's work around the building. High quality artwork was very impressive as was the display of Year 6 biography's written by pupils introducing themselves and their families to the rest of the school community and visitors like myself to their school.



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Stebon Primary School along with Bygrove Primary School is part of the LETTA Trust. Both schools are led in partnership by two joint Headteachers. The mission of the LETTA Trust is to combat social inequality through excellent educational provision, to raise aspirations and to instil a love of learning as a life-long process.

I was pleased to visit a parent's coffee morning with around fourteen parents assembled to discuss potential fund-raising opportunities. I was able to join the conversation and to make what I hope, were useful suggestions. It was evident that the parents I talked to were committed to supporting and working with the school to provide the absolute best opportunities for children, families and indeed the community as a whole.

The LETTA Trust Education Development Plan outlines five key priorities with a focus on one priority for each academic year. Each new priority is a response to the school self-review carried out annually. So, school self-evaluation ties directly into plans for improvement. In addition to the educational priority across the Trust, each school has its own school improvement plan.

LETTA Trust schools are committed to working in partnership and learning from each other. They strive to give children the best chance of happiness and success at school and beyond; to grow into active citizens with a strong moral compass who will make a positive difference in the world.

Pupils at Stebon Primary School love their school and in particular love learning. They make excellent progress and are prepared for the future by a curriculum that is carefully tailored to their individual needs. And because Leaders and teachers are experts on learning. Pupils and staff take responsibility for their own learning and become learners for life.

Staff report that pupils love reading and read widely and often. As a result, they are able to communicate skilfully in written and spoken English for a range of purposes. In mathematics pupils are confident, enthusiastic mathematicians. Leaders analyse information about pupils' attainment and progress in great detail. They use the findings to make sure all pupils have equal opportunities and identify what needs to be developed next.

CPD at Stebon Primary School is extensive and very well attended. All staff are included and encouraged to develop their skills through a creative, well planned and targeted menu of learning opportunities. Leaders at Steben Primary School recognise that staff are their greatest asset and are committed to supporting all staff to achieve to their full potential. Creating opportunities encouraging aspiration and broadening horizons.

Staff are eager to develop their practice and take full advantage of the excellent CPD opportunities available to them. For example, all staff with key leadership responsibilities have had five days training in how to evaluate teaching effectively whilst the support staff talked openly and enthusiastically about the quality and range of CPD they have available to them at Stebon Primary School and how well they are supported by leaders at all levels and teachers in the classroom. This is a real strength of the school.



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Through work with Bygrove Primary, the partner school, teachers have further opportunities to develop their skills. Senior leaders are involved in promoting improvement in other schools across Tower Hamlets. During my visit there was a training day in progress involving approximately 20 teachers from visiting schools participating in CPD.

Teachers from Stebon Primary and Bygrove Primary schools are jointly involved in an 'outstanding teaching' programme. The leadership of the Early Years Foundation Stage is especially strong. Thorough systems are in place for tracking children's progress and arrangements for keeping parents and carers informed are excellent.

Pupils know how to keep themselves safe at home, at school and when online. They have plenty of opportunities within the curriculum to learn about e-safety, stranger danger, cyber bullying, gang violence and road safety. In the lessons I visited children were motivated, engaged and well prepared for learning. Listening carefully and eager to contribute their ideas. Following instructions readily and applying themselves with great willingness and enthusiasm. Pupils on the School Council reported that children play and work happily together but if they have a problem there is always a member of staff available to listen to them and help them to sort out any problems.

Inclusion:

- Stebon Primary School is a happy and harmonious community, relationships within the school community and externally with partners and the local community are outstanding. Children clearly love their school and they love learning.
- Attendance is consistently well above national average and engagement in remote learning is 80% and improving. Curriculum design and delivery enables disadvantaged pupils, pupils with SEND and EAL to achieve well against national benchmarks.
- There are well established behaviour management policies in place and there have been no permanent exclusions for a number of years.
- Some staff members are trained specialists in inclusion strategies such as counselling, reading recovery, ELKLAN and numerous other interventions.
- The school premises are well-equipped to support pupils with disabilities to fully access the curriculum.
- Involve everyone in the school community in evaluating inclusion; what we do well and what could be better.
- Both partner schools engage in research to find out what the experts say about best practice in inclusion.



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- Give all staff members the opportunity to develop expertise in inclusive practice.
- Involve parents in supporting and developing inclusive practice.
- Provide a personalised curriculum offer for pupils with additional needs including playtime, lunchtime and extra-curricular activities.
- Develop effective interventions that ensure pupils catch up and keep up, particularly disadvantaged pupils.
- Ensure a consistently high standard of pupil behaviour in lessons, in the playground and around school buildings.
- Leaders promote inclusive practice in schools and monitor the quality of inclusive practice, in particular its impact on pupil achievement.
- Ensure school premises are well-equipped and designed to support the inclusion of all pupils.
- Provide parent-child learning sessions to include opportunities across different subjects.
- Run parent workshops on how to support learning in different subjects at home.
- Investigate ways of improving attendance at parent workshops, e.g. by providing a crèche, operating at different times of the day. Investigating opportunities to involve more Dads.
- Develop parents' IT skills including Google Classroom so that they can support online learning at home.
- Provide a personalised curriculum for pupils with additional needs and interventions to ensure pupils catch up and keep up.
- Use specialist communication strategies such as signing, speech & language, strategies for pupils with EAL, dyslexia, ELKLAN to enable access to the curriculum.
- Develop child mental health awareness within the curriculum.
- Develop the use of restorative approaches at playtime and lunchtime.

Safeguarding:

The Deputy Head at Stebon Primary School is the Designated Safeguarding Lead (DSL) She is also the Inclusion lead. During term time, the DSL is available during school hours for staff to discuss any safeguarding concerns. When the DSL is absent, the Deputies act as cover. If the DSL and Deputies are not available, the most senior member of staff will act as cover. There is a named DSL for Saturday School and Holiday Club.



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Stebon Primary School understand the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

Non-confidential records are easily accessible and available. Confidential information and records are held securely and only available to those who have a right or professional need to see them. All low-level concerns are recorded in writing on CPOMS. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Staff receive regular safeguarding and child protection updates, including on online safety, as required but at least annually. The DSL and DDSs undertake child protection and safeguarding training at least every 2 years. In addition, they update their knowledge and skills at regular intervals and at least annually, for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments.

All trustees and governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

Pupils are safe and well cared for. Records kept regarding safeguarding are regularly updated and easy to access. I was able to check the safeguarding policy, which is on the website to see if it had been updated to record recent policy updates, it has.

The curriculum at Stebon Primary School plays an important role in the prevention of abuse and in the preparation of children for the responsibilities of adult life and citizenship. Children are taught about safeguarding, including online safety as part of a broad and balanced curriculum.

It is an expectation that all curriculum co-ordinators will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils. As appropriate, the curriculum is used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened. For example, pupils are taught, to recognise and manage risks in different situations and then decide how to behave responsibly; to judge what kinds of physical contact are acceptable and unacceptable; to recognise when pressure from others (including people they know) threatens their personal safety and wellbeing; including knowing when and where to get help to be aware of sexual harassment, online abuse, sexual violence and issues of consent and safeguarding risks, including online risks and what constitutes a healthy relationship, both online and offline via a carefully planned relationship, sex and health education curriculum.

Leaders, trustees and governors have ensured that arrangements for the safeguarding of children are robust, effective and clearly communicated and understood by all staff. Checks on the suitability of staff are rigorous. Records relating to safeguarding are detailed, organised and up to date.



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Stebon Primary School is a listening school. Leaders have listened closely to parents' and carers' views and as a result provides a wealth of opportunities for children, parents and families to be involved. It provides workshops for parents and carers in how to support their children's learning in reading, phonics and mathematics.

The home-school worker runs support groups for families who need particular help. There are classes in English as a second language and opportunities to get involved in social enterprise. Leaders have fostered effective partnerships and are not afraid to 'look outwards' especially during the most challenging of times.

Thorough systems are in place for tracking children's progress and arrangements for keeping parents and carers informed are excellent.

The school makes good use of its sports funding to improve pupils' health and wellbeing and develop their sporting skills. It is using the funding to introduce a new range of sports clubs, to improve lunchtime play equipment, to enter pupils in more competitions and to increase teachers' expertise.

Systems are in place to support children, teachers and families at each transition in their journey. Children love learning and are encouraged to embrace it as a lifelong process and not merely something that is 'done, to them between the ages of 3-18 years.

Trustees and governors know exactly how the additional pupil premium funding is used and check the impact it has on the progress of pupils for whom it is intended. They have provided strong support to senior leaders in tackling underperformance and they keep careful control of the school's finances and make sure that statutory requirements are met, including those for safeguarding pupils.

Overview

Trustees and governors bring a wealth of relevant expertise to their roles and work closely with school leaders and staff. All governors have had training in analysing achievement information and have a thorough understanding of the school's work, including the quality of teaching. They use this knowledge to hold senior leaders firmly to account.

School leaders lead with a strong moral purpose and a clear vision for improvement, driven by an unrelenting commitment to provide the very best opportunities for the children and families they serve. Planning is relevant focussed and effective.

The Headteacher and Deputy Head/ Inclusion Manager along with the Inclusion Team and SLT, ensure that the work of the school continues to thrive with the needs of children always at its core.

Teachers and support staff work tirelessly to meet the needs of the children and families in their care. They support each other to deal with the many challenges they face and the school is continually developing its excellent



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practice on inclusion and is sharing its practice with other schools in the LA and beyond.

I would like to thank the Headteacher and the Deputy Head for their warm welcome and organising the day so efficiently and effectively. Emily and in particular the teachers, staff and children who gave their time to talk to me. Our conversations were very illuminating and a delight to participate in.

Having discussed the progress made since the last IQM review and the school's plans for the future, I am of the opinion that the school should continue to hold Centre of Excellence Status and be subject to annual review from this next year.

Assessor: Stella Bailey

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd