



Assessor's Evaluation for the IQM CoE Award



School Name Stebon Primary School
Wallwood Street
Poplar
London
E14 7AD

Head/Principal Mr Jeremy Iver

IQM Lead Ms Emily Curtis

Date of Review 20th February 2024

Assessor Mr Ralph Silverman

IQM Cluster Programme

Cluster Group Quality First Network

Ambassador Mrs Debbie Shirley

Next Meeting 28th February 2024

Meeting Focus What Makes Stebon an Inclusive School?

Cluster Attendance

Term	Date	Attendance
Spring 2023	10 th March 2023	No
Summer 2023	4 th July 2023	Yes
Autumn 2023	8 th November 2023	Yes

Evidence:

Meetings with: Headteacher
Inclusion Leader
4 AHTs
SENco
4 Parents
4 Teachers
4 TAs
Educational Psychologist
SEN consultant
2 Governors
2 Learning Mentors
8 Children

Tour of the school



Summary of Targets from 2022-2023

Target 1: Continue to develop provision across the school for children working below ARE.

Next Steps: Ensure where changes in personnel have taken place, adults still have the correct support and training needed to work with the children. POD and Curriculum rooms were created. Some TAs moved on and the school lost a lot of experience. Leadership now looks at the provision at the start of each half term to ensure it meets the needs of all children.

Target 2: Develop a whole school overview and strategic plan to ensure consistent and robust parental engagement in teaching and learning.

Next Step: Annual planner of workshops across the school – make these habitual and part of children's induction. Maths, phonics, Stay and Play workshops took place. It took time to encourage parents into the school. Staff have supported parents to come in. Short videos are now sent home so parents know about attendance, phonics, maths' strategies etc. Make this a key feature of the next EDP priority.

Target 3: To increase attendance after the pandemic so it is back to above national.

Next Step: Ensure robust systems and procedures are in place so they survive past the people leading them. The Family Liaison Officer is also the EWO. There are clear procedures regarding attendance to ensure children are safe. Children who are absent, their parents are phoned at the end of the day to inform them what their child has missed.

Agreed Targets for 2023-2024

Target 1 Develop the mental health ecosystem across the school with Place2Be.

Comments Complete Mental Health Champion training
Complete Place2Be ecosystem training
Create focus group to support development and roll out of strategies across the school
Introduce systems and processes to support children to know where to go and who to speak to
Continue to develop the use of zones of regulation and restorative justice to support this work.

Target 2 Develop a whole school overview and strategic plan to ensure consistent and robust parental engagement in teaching and learning (continue from this year).



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Comments Listen to parent's views
Create a working party of staff to lead across the school including
Inclusion team members
Plot the whole school year and put in dates
Ensure workshops are relevant and monitor attendance and impact

Target 3 Ensure that all children have a voice and feel part of their class and wider school community.

Comments Train staff to use alternative communication systems
Children new to English and new starters to the school to follow a robust programme for school integration
Children who learn for parts of the day in provision bases outside of the classroom still feel part of their class and the wider school community
Ensure children with SEND are visible and represented across all areas of the school, including leadership opportunities.

The Impact of the Cluster Group

Summer 2023 at Carpenters.

Thrive initiative:
Behaviour policy review:
Consistency of approach:

Autumn 2023 at Little Heath.

TEACH model
SALT teaching across the school
Pre-curriculum teaching rooms
Pre-curriculum learning; sharing of their curriculum documents



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Overview

Stebon Primary is a three form entry school in the London Borough of Tower Hamlets. It serves a mainly Bangladeshi community in the East End. The Headteacher has been in post for 12 years when the school 'Required Improvement'. In July 2023 it was rated as Outstanding by Ofsted. It is part of the LETTA Trust and it has inclusion running through its DNA. The Headteacher has built an intelligent and articulate team who share his vision of delivering the six promises made to every pupil. The inclusive ethos of Stebon is embedded in this community. The Trust has a 5 year rolling development plan and Inclusion is always Year 1.

There is provision for 2 year olds and a 52 place nursery serving the needs of 104 children. The specialist teachers in the Early Years ensure the children's needs are identified, addressed and supported as soon as possible. The Speech and Language therapist is based in the Early Years and supports the children, parents and staff. There are 49 children with an EHCP, much higher than the national average; some of whom are taught in the learning pods where specialist teachers adapt the learning to individual needs. Here, children are given time and space and have a voice. There is a designated room for children working with pre-curriculum needs who may be non-verbal. There is a sensory room and intervention spaces in and outside of classes for speech and language, EAL, and new starters. Care is given to adapt the learning to address each individual need.

Governors feel valued and act as critical friends. They believe there is no sense of complacency here but a desire to improve and meet the constant challenges. There is a knowledge and commitment to the community which must be sustained. Leaders know they cannot be deviated from their core purpose and constantly build the skills of the staff.

Stebon has created a relevant and exciting 'Explorers Curriculum' which has a strong emphasis on the performing arts. Each year group puts on a production once a year. Recently Macbeth was performed by Year 4 at the Greenwich Theatre. One parent said that you could not see which children had special needs as they all performed at such a high level. The KS2 SATs results show that Stebon performs above the national averages in all areas. A strong emphasis is given to reading and staff are deployed from across the school to ensure the Daily Decoding Reading (DDR) in KS1 is successfully administered.

Staff take time to get to know each pupil. They listen to them without judgement, trying to understand them and notice if there is a pattern of behaviour. Learning Mentors work closely with the teachers helping children with various emotional issues. They run anger management and nurture groups. They work with children with their social and emotional issues. They help them to prepare to learn. They address the barriers and help them to develop friendships. Links are formed between teams and the Family Liaison Officer notes attendance issues. Confidence is embedded and once the need has been identified it is not daunting. They lead by example following the 'Stebon Way.' There is a thorough structure of line management and staff feel listened to and able to contribute ideas for improvement.



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There are several outdoor play areas with various suitable resources and climbing equipment. There is an indoor heated swimming pool which is timetabled for all children. The classrooms are large and well equipped. The corridors have motivational information which inspires the children.

Senior leaders said that staff are trained to talk and listen to the children in a learning context, building strong relationships. Time is allocated at the beginning of the day and after breaks to listen to how the children are feeling. The Zones of Regulation are embedded throughout KS1 and 2. The Early Years have an adapted version called Colour Monsters. There is a comprehensive handover towards the end of each academic year and regular PPMs throughout to ensure knowledge of children's progress is assessed and shared and appropriate action is taken to address identified needs. Safeguarding concerns are immediately put onto the CPOMs system and discussed with safeguarding leads. During the termly parent consultation meetings, suggestions of how parents can support their children are shared and academic and behavioural targets are discussed.

Pupils have a good understanding of the purpose of Stebon and they enjoy following the 'Stebon Way.' They like the reward system and know the consequences if they misbehave. They all know an adult they would speak to if they suspect something was wrong.

Parents said that their children were happy here, whilst Ofsted said that the playground was, 'full of laughter.' The teaching is adaptive. One parent said that, 'It is easy to label a child, these children need the same opportunities as those in better-off areas.' They know that the staff have a deep understanding of inclusion. One parent said their children could not wait to return to school after the holiday. Parents like all the different forms of communication and one liked the short videos that went home. They said that any concerns were quickly addressed and the staff were reassuring. One said that this school is very nurturing and there is a sense of care from all of the staff who act professionally all the time.' Parents feel welcomed into Stebon. A few remember when a yellow line existed on the playground insisting that parents could not cross into the school. The leadership team understand that if children are going to make good progress, then the co-operation of parents is crucial.

External agencies know that Stebon staff are advocates for all of the children. They work closely alongside key staff ensuring the needs of individual children are addressed. They help the staff develop their skill-sets not only to address these needs but to put into place preventative systems which mean that certain reactions might not be necessary in the future. They said that, 'there is a mindset here where the staff see the child not the paper.' One said that, 'This is a reflective school.'

LETTA has a training room and trains many teachers throughout the borough. Many of the Stebon staff have entered teaching through this route. There is a deep sense of belonging amongst all of the stakeholders. Although working at Stebon can be challenging, staff are happy here working with the parents and children. All staff groups feel valued and appreciated. Respect is shown to the community and no blame is put onto the families.



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The leadership team recognises that to build a fully inclusive school takes time. All of the key components have to be carefully manicured to ensure the whole jigsaw fits perfectly together. Like a master craftsman, the Headteacher has guided this school to 'Outstanding' and empowered each group to constantly strive for further improvement.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. Following three years as a Centre of Excellence the team at Stebon Primary School has established a commitment to the Inclusion Quality Mark and to continually self-reflect to improve as one school. From discussion with leaders it was evident that the school is ready to become an IQM Flagship School. I would recommend that Stebon Primary School moves to being an IQM Flagship School and is reviewed again in 12 months' time.

Assessor: Mr Ralph Silverman

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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