

# Inspection of a good school: Solebay Primary – A Paradigm Academy

11 Solebay Street, London E1 4PW

---

Inspection dates:

30–31 October 2019

## **Outcome**

Solebay Primary – A Paradigm Academy continues to be a good school.

There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now.

## **What is it like to attend this school?**

Pupils enjoy coming to this school. They get a good deal here. They are happy because they are looked after and cared for well by staff. Pupils feel safe. They know that they can share any worries or concerns with adults and are confident that any issues will be sorted out.

Pupils work hard and like being with their friends outside of lessons. Behaviour around the school and in lessons is strong. Pupils are polite and well mannered towards adults and each other. They hold doors open for visitors and their peers without being asked. This is everyday behaviour. Pupils told us that bullying is not accepted here. They know that, if it did happen, then adults would sort it out swiftly.

Leaders and staff want all pupils to excel. They make sure that the needs of all pupils are met. High expectations enable all pupils to flourish in this positive environment. Pupils enjoy learning and achieve highly in all areas of school life.

Pupils value the range of clubs on offer, from cooking to multi-sports. They appreciate the many trips they take part in, such as the whole-school outing to the seaside.

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

Leaders have the highest aspirations for all pupils. They have given careful thought to how each subject is planned and taught. This means that teaching builds successfully on what pupils have already learned. Teachers also have high expectations. Their subject knowledge is strong. They check pupils' knowledge and make sure that any gaps are plugged quickly. Teachers have in-depth understanding of pupils' different needs and starting points. They select activities and resources that enable all pupils to develop the knowledge they expect. This is also the case in the early years. Subject leaders use their expertise to support teachers' effective delivery of subject plans.

All pupils have access to the full range of subjects on offer. Pupils with special educational needs and/or disabilities (SEND) are supported by well-trained teachers and teaching assistants. A range of specialists provide extra help to meet their specific needs. Leaders and staff have high expectations of behaviour and clear strategies are in place to manage any problems. All staff give good support to the small number of pupils with specific behaviour issues.

Pupils get off to an excellent start in reading. They are taught well. In Nursery, children are encouraged to learn about sounds and letters through play. Daily phonics lessons are well structured and planned. This means that children quickly secure their early reading skills. Teachers make the most of every opportunity to develop children's reading ability as well as their enthusiasm for books. By the end of Year 2, nearly all pupils are fluent readers. Pupils who still struggle to read are supported by well-trained staff. This helps them to catch up as soon as possible. Throughout the school, leaders and teachers ensure that pupils have access to high-quality reading books. Teachers read often to pupils, introducing and explaining vocabulary and language encountered. Pupils develop a love of reading and achieve highly.

In mathematics, pupils get a similarly good deal. This subject is well planned and taught across the school. Teachers are clear about what pupils should be taught and in what order. They deliberately plan learning to allow pupils to revisit and build on previous knowledge. For example, in Year 5, pupils recap on how to find common multiples before learning about equivalent fractions. This approach allows pupils to tackle more difficult work over time. Pupils have opportunities to talk through and explain their mathematical reasoning. However, not all pupils get the chance to test out this knowledge by writing it down.

In history, lessons are interesting and encourage pupils to think deeply. Teaching enables pupils to build an understanding of this subject over time. Pupils are knowledgeable about historical events and their importance. For example, pupils have a firm grasp about Islamic civilisations, the importance of the 'Silk Road' and when this took place in relation to their learning about Anglo-Saxon Britain.

Teachers have many opportunities for their professional development. Staff are overwhelmingly positive about the support they get from leaders with their well-being and in reducing workload.

Pupils have high-quality opportunities for personal development. They are keen to take on extra responsibility, for instance as a member of the school council. Pupils are taught about showing respect for others' beliefs and their lifestyles. They are provided with opportunities to celebrate their own backgrounds. During 'cultural days', pupils dress in traditional costumes and share food from different traditions.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well trained. They are confident in what they must do if they have concerns about a pupil. Leaders are quick to act on any information that are given. They work together with other agencies to ensure that pupils and families get the help they need.

Safeguarding leaders are well informed. Appropriate checks are made when recruiting staff. Leaders ensure that staff and parents get the information they need to keep pupils safe. Pupils know that staff will help with any worries or concerns they have. Leaders and staff help pupils understand how they can stay safe in different situations. For instance, they have assemblies and lessons on keeping safe online and near water.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In mathematics, pupils have opportunities to develop their reasoning skills and knowledge through discussion. However, not all pupils get the chance to test out their thinking using written methods. Leaders should make sure that all pupils have regular opportunities to complete written reasoning tasks so that they have a thorough understanding of this strand of the mathematics curriculum.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Solebay Primary – A Paradigm Academy to be good on 12–27 January 2016.

## **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 Ofsted Parent View information 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	138276
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10110442
<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	256
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David Willis
<b>Principal</b>	Janet Baker
<b>Website</b>	<a href="http://www.solebayacademy.paradigmtrust.org/">www.solebayacademy.paradigmtrust.org/</a>
<b>Date of previous inspection</b>	12–27 January 2016

## Information about this school

- The school provides a breakfast club.

## Information about this inspection

- I did deep dives in the subjects of reading, mathematics and history. I spoke to leaders, examined teaching plans, visited lessons, looked at pupils' work, and talked to pupils and teachers about these subjects.
- I spoke to pupils, staff, leaders, parents and trust leaders, and considered safeguarding documents and procedures in the school.
- I observed pupils' behaviour in class and at other times during the day including at lunchtime.
- During the inspection, I had formal meetings with the principal, curriculum managers and representatives of the trust. I also considered the views of pupils, staff and parents about the school.

## Inspection team

Andrew Hook, lead inspector

Her Majesty's Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:  
<http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019