

Inspection of a school judged outstanding for overall effectiveness before September 2024: Sebright School

Audrey Street, Goldsmiths Row, London E2 8QH

Inspection dates:

8 and 9 July 2025

Outcome

Sebright School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

To be part of Sebright Primary School is to be part of a caring, supportive family. Pupils experience success and joy through their learning and play. No one is left out. This is one reason why pupils attend regularly and enjoy coming to school immensely. Pupils know and live by the school standards 'Be responsive, be respectful and be ready to learn'.

From the moment they enter early years to the moment they leave the school in Year 6, pupils achieve very well. This includes disadvantaged pupils and those with special educational needs and/or disabilities (SEND). This is due, in part, to the school's exceptionally well-designed curriculum and the wide, rich range of extra-curricular experiences on offer. It is also due to the unwavering ambition that leaders and staff share to make sure that pupils achieve the very best they can.

The school's rigour in supporting pupils' academic success is matched by a constant focus on developing thoughtful, caring, young citizens. Throughout the day, staff provide excellent role models of how to be kind and thoughtful.

In the early years, children gain the knowledge and social confidence to move seamlessly into Year 1. Year 6 pupils are more than ready for the move to secondary school.

Staff make sure that pupils feel safe at school. Pupils' behaviour is impeccable. Bullying is extremely rare and not tolerated.

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

The broad, rich curriculum gives pupils a breadth and depth of knowledge and skills. Teachers have strong subject knowledge across subjects. They have developed highly effective ways of making sure that pupils retain knowledge. Teaching also checks that

pupils' understanding is secure, skilfully helping pupils to demonstrate and recall what they have learned. One of the many examples of this is the class books, where pupils show and revisit their learning in various ways, from writing and artwork to sculpture and a range of other media. Published outcomes for pupils are consistently high.

The school places the highest emphasis on making sure that pupils quickly secure phonics skills and learn to read and write. From the very start in the early years, children use the sounds they have learned to read with growing confidence. They also use their phonics learning to express their thoughts and knowledge in writing. Pupils quickly become enthusiastic, independent readers because teachers carefully select books which match pupils' reading development. Older pupils use their strong reading skills to help them research and learn across subjects.

The school supports teachers exceptionally well in developing their subject knowledge and teaching skills across the full range of subjects. For example, teachers benefit from support with planning and teaching a series of lessons as well as suggestions of appropriate resources. Teachers also appreciate the guidance that they get to help them identify and support the most vulnerable pupils, or those with SEND. Pupils with SEND benefit from careful adaptations to help them learn and access the curriculum offer. This is underpinned by the school's knowledge and use of up-to-date educational research.

Pupils' behaviour is exemplary. Their attitudes to learning are consistently positive, with a great sense of awe and wonder filling the school. Pupils get on well and play happily together. Pupil 'ambassadors' help to sort out any minor disagreements. In lessons, teachers' management of behaviour is almost undetectable because pupils manage themselves very well.

The school's focus on personal development is second to none. There is a vast range of enrichment experiences within and beyond the academic curriculum. For instance, the school's '101 things' ensure that pupils have an entitlement to a range of experiences such as speaking in public and visiting the theatre. Pupils are elected and selected to take on a wide range of roles in the school such as 'champions' or ambassadors. These roles focus on curriculum subjects or key themes such as mental health and well-being. Pupils take on these roles with pride and a great deal of gusto. Another strong example of how the school promotes pupils' all-round development is its carefully considered provision for outdoor play and learning. The vast range of activities, games and experiences support pupils' personal development exceptionally well. For example, pupils learn to manage their play and learning maturely, with minimal adult intervention. This helps pupils to develop their understanding of fundamental British values, equality and inclusion. Playtimes are a truly joyful experience for pupils.

Leaders at all levels, including governors, contribute greatly to the school's success. They work collaboratively to identify priorities for school improvement. The governing body challenges and supports leaders in equal measure, and this supports continual improvement in all aspects of the school's work.

The school cares about its staff and prioritises their well-being and workload. Staff love being part of the Sebright community and are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in May 2019.

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	100240
Local authority	Hackney
Inspection number	10345632
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	441
Appropriate authority	The governing body
Chair of governing body	Will Emms
Headteacher	Robin Warren (Executive Headteacher) Terry Corpe (Head of School)
Website	www.sebright.hackney.sch.uk
Dates of previous inspection	21 and 22 May 2019, under section 5 of the Education Act 2005

Information about this school

- The executive headteacher and the head of school took up their posts in January 2021.
- The school does not use alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- 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.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of 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 visited a sample of lessons, spoke to some pupils about their learning and looked at a sample of pupils' work.

- The inspector spoke to pupils during playtimes and lunchtimes.
- Meetings were held with the executive headteacher, the head of school, the deputy headteacher, the assistant headteachers and subject or phase leaders. The inspector also met with teachers and teaching assistants.
- The inspector met with a representative from the local authority.
- The inspector met with the chair of the federation's governing body and the chair of the local school committee.
- The inspector spoke to parents and carers and took account of responses to the Ofsted Parent View survey, including parents' free-text comments. She also considered the responses to Ofsted's pupil and staff surveys.

Inspection team

Ruth Dollner, lead inspector

Ofsted Inspector

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