

St Paul with St Luke CofE Primary School

Inspection report

Unique Reference Number	100958
Local Authority	Tower Hamlets
Inspection number	354919
Inspection dates	4–5 November 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	257
Appropriate authority	The governing body
Chair	Kate O'Neill
Headteacher	Sarah Rhodes
Date of previous school inspection	5 June 2008
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Introduction

This inspection was carried out by three additional inspectors. During the inspection, 17 lessons or parts of lessons and 12 teachers and teaching assistants were observed. Inspectors looked at pupils' workbooks and analysed assessment information on pupils' progress. Meetings were held with groups of pupils, the Chair of the Governing Body, the headteacher and other staff. Inspectors scrutinised records, reports and documentation including the school improvement plan, reports from the School Improvement Partner and the governing body minutes, as well as data on pupils' progress and a range of policies and procedures. Inspection questionnaires were completed by 44 parents and carers. The inspectors also looked at questionnaires completed by staff and by pupils in Years 3 to 6.

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

- how well leaders and managers ensure that attainment rises and progress accelerates significantly through the school
- whether the quality of teaching and assessment is good enough to raise attainment and improve achievement rapidly
- how well the curriculum is adapted to meet individual needs
- whether attendance, rated low at the last inspection, has been improved.

Information about the school

This average sized primary school serves a diverse urban community. About half the pupils are of Bangladeshi heritage, and a much higher proportion of pupils than average speak English as an additional language. There are far fewer White British pupils than average. The proportion of pupils with special educational needs and/or disabilities is above average. A broadly average proportion of pupils has a statement of special educational needs, mostly for behavioural, emotional and social difficulties, or difficulties with speech, language and communication. The Early Years Foundation Stage comprises a mixed Nursery and Reception class for 60 full-time-equivalent pupils. Other providers operate after-school care on the school site, but were not included in this inspection. Before-school care and after-school clubs run by the governing body were included in the inspection.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

In the Early Years Foundation Stage, children make satisfactory progress overall. Attainment in reading and writing by the end of Key Stage 1 is below average and at the end of Key Stage 2 attainment is low compared with other schools. Fewer higher levels are achieved than can reasonably be expected. While attainment showed improvement in the 2010 teacher assessments, this is not replicated in current work. School data and inspection evidence show that, in their writing, over a third of the current Year 6 pupils are still working at the level expected of seven-year-olds.

The quality of teaching has not been good enough to raise the levels of attainment that have remained persistently low over successive years. Teaching is, therefore, inadequate. An improvement programme for reading is making an impact, but pupils' writing skills are weak throughout the school and this affects their attainment in all subjects. Most of the teaching observed during the inspection was barely satisfactory, and in lessons and pupils' workbooks there is evidence of teachers' inadequate marking. Marking required improvement at the time of the last inspection. Tasks are often not adapted to meet the needs of the various abilities within the class. Expectations are too low. The teachers rated as best by the school are not timetabled to teach regularly enough to have the necessary impact on pupils' learning.

The majority of parents, carers, and pupils have positive views of the school. The school's everyday care for its pupils is satisfactory and, consequently, pupils feel safe in school. The curriculum is suitably adapted to meet individual needs, and the Christian ethos of this school makes a positive impact on pupils' satisfactory spiritual, moral, social and cultural development. Pupils make a good contribution to the school; however, their role in the wider community is more limited because the school's work to promote community cohesion is inadequate.

The school's capacity for sustained improvement is inadequate. Progress on each of the issues identified at the last inspection has been inadequate. For instance, attendance is still stubbornly low. This, combined with the low attainment in basic skills of literacy and numeracy, means that pupils are not prepared well enough for the future when they leave for their secondary schools or for life in general. The governing body recognises that its work is not rigorous enough in holding staff accountable for pupils' progress. Target setting is not sufficiently challenging because targets have been met despite the pupils' inadequate progress.

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Overall, the school's leaders have had an inadequate impact on driving sustained improvements and any gains made have either been temporary or too recent to signify a trend. Monitoring activity identifies weaknesses in teaching but follow-up has been ineffective in sustaining the rise in pupil outcomes noted in the 2010 teacher assessments. Progress is not improving sufficiently enough through the school to deal with the underachievement. ♦

What does the school need to do to improve further?

- Improve leadership and management by:
 - setting more challenging targets that require pupils to make at least satisfactory progress
 - improving staff deployment to enable the best teachers to make a more direct impact on learning
 - improving monitoring activity to ensure that action points are identified and followed up promptly
 - improving the effectiveness of the governing body's monitoring of the school's work
 - meeting the requirements for community cohesion in order to support pupils' contribution to the community and their social and cultural development.
- Improve teaching so that pupils' progress is consistently good throughout the school, especially in writing, by:
 - ensuring that all teachers' expectations of what pupils can achieve are sufficiently ambitious
 - ensuring that lessons engage and challenge all pupils and meet pupils' differing needs and abilities
 - improving the quality and consistency of marking to have a better impact on pupils' learning and showing pupils how to make improvements.
- Improve attendance so that it is average by the end of July 2011.

Outcomes for individuals and groups of pupils

4

Attainment is low and pupils' achievement is inadequate. Pupils' progress is inadequate overall, including those with behavioural, emotional and social difficulties, or difficulties with speech, language and communication, and those who speak English as an additional language. Notwithstanding some improvement in reading, writing remains a major weakness in the school.

The majority of pupils enjoy school. In class, they enjoy the lessons that are well led and offer them challenge. For example, Year 6 showed interest and commitment in themed work on pirates, especially after the exciting and inspirational teaching from a visitor to the school. The brisk pace maintained their interest and they made excellent progress, but this was the exception. In other lessons, interest waned and progress slowed. ♦

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Pupils have a good awareness of healthy lifestyles and are keen to eat healthily and take regular exercise. A minority of pupils and a few parents and carers say they are concerned about poor behaviour although, during the inspection, behaviour was satisfactory. Pupils develop good knowledge of how to keep themselves safe, for instance on the internet. Their road safety awareness is good. Pupils are proud of their school and willingly take on responsibilities and contribute to the development of the school, for instance through the school council.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

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

How effective is the provision?

Teaching is inadequate because it has not had sufficient sustained impact on raising attainment. Many lessons are barely satisfactory. Teaching assistants provide support but sometimes intervene too quickly, limiting the opportunities for pupils to learn. Teachers' subject knowledge is sometimes not good enough for pupils to make progress. This was seen, for example, in two numeracy sessions, when teachers were helping Early Years Foundation Stage children to understand the meaning of numbers. Sometimes, teachers focus too much on teaching and not enough on learning, limiting pupils' explanations and questions in the hurry to complete the tasks set for the lesson. Some pupils do not understand what is expected of them because written feedback is not always focused on learning.

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Although the curriculum is satisfactory, it has not yet helped to raise standards rapidly enough, especially in writing. There were some good aspects evident during the inspection, such as the parents' workshop in Year 3 to promote numeracy, and the programme to raise fluency in reading. A focus on particular topics, such as pirates, gives pupils the scope to study subjects in depth. Teachers make use of themed topic work to improve basic skills but there is still some way to go before this has a sustained impact on pupils' achievement. The personal, social and health education programme adequately promotes pupils' personal skills, and information and communication technology is used satisfactorily to support learning.

Care and support are satisfactory overall, rather than good, because of their limited impact on learning. Good support is offered to those with special educational needs and/or disabilities and this enables these pupils to develop their confidence and self-esteem. Pupils feel safe in school because staff are fair and know pupils' individual needs and circumstances. Some pupils are provided with clear information and advice about their individual learning goals and how they can improve their work and their behaviour, but this is not common practice. The arrangements for transition on entry to the school and on transfer to secondary schools are effective. However, strategies to improve attendance, an issue of the last inspection, have not had the required impact.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Leaders and managers have had an inadequate impact on pupils' learning overall since the last inspection. The headteacher's vision and sense of ambition for change are not instilled sufficiently within the school to sustain improvements, and as a result, expectations of what pupils should be achieving are not high enough. Staff are keen for attainment to rise but they lack the necessary clear direction to bring about improvements quickly enough. For instance, some managers have identical job descriptions. There are systems in place for monitoring the achievements of pupils and the quality of teaching within the school, but these lack rigour because identified weaknesses are not followed up sufficiently effectively, and, therefore, these weaknesses remain. Plans for improvement lack precision in focusing on pupils' outcomes. Self-evaluation interprets some evidence inaccurately because the judgements pay too little attention to pupils' inadequate outcomes.

Suitable partnerships have been developed and this assists the school to tackle discrimination satisfactorily. Equality of opportunity is judged as inadequate overall because pupils do not have work pitched at their individual levels often enough to make the progress of which they are capable. Procedures for safeguarding pupils are

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satisfactory and include appropriate policy and training. These are appropriately implemented. The governing body has recognised it needs to increase its training and involvement. It does not challenge the school's performance sufficiently to prompt improvements.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	4
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children make satisfactory progress through the Early Years Foundation Stage and a majority enter Year 1 having achieved most of the Early Learning Goals. Children enjoy their learning and are proud when they do well. They are developing the skills and knowledge they will need for the future. For example, steady perseverance was shown when after some initial difficulty, children successfully counted out the correct number of candles for a birthday cake in a calculation activity. Children respond well to the expectations of adults and work well by themselves and with friends, outside and inside, responding satisfactorily to the appropriate balance of teacher- and child-initiated learning. Staff work well as a team and provide a supportive and caring learning environment based strongly on effective nurturing alongside each child's allocated 'key person'. Children are happy to confide in them and this helps them to feel safe. They learn about healthy eating, and as a consequence, children have an age-appropriate understanding of the importance of eating healthily. Children respond appropriately to adults' clear expectations for behaviour. They are beginning to share amiably with other children and 'take turns'. Assessment is established and enables staff to plan appropriately for children's learning needs. The Early Years Foundation Stage is satisfactorily led and managed. The manager does not have a substantial teaching role but is knowledgeable about Early Years practice and has identified priorities for improvement.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Fewer parents and carers than is usual for this size of school responded to the inspection questionnaire. Most are happy with their children's experience at the school overall, and feel the school helps their children to be healthy and meets their children's needs. A few parents and carers expressed concern that the school does not deal effectively with behaviour, and that the school is not well led and managed. A few feel that their child does not make enough progress. Inspectors followed up on these issues through discussions with the school, observations and a scrutiny of records. During the inspection, the general level of pupils' behaviour was satisfactory. Inspectors judge that a majority of pupils are not making enough progress because, amongst other things, there are weaknesses in the school's leadership and management.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Paul with St Luke CofE Primary 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 257 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	36	25	57	3	7	0	0
The school keeps my child safe	19	43	23	52	2	5	0	0
My school informs me about my child's progress	19	43	21	48	3	7	0	0
My child is making enough progress at this school	16	36	23	52	3	7	1	2
The teaching is good at this school	18	41	23	52	2	5	0	0
The school helps me to support my child's learning	16	36	24	55	3	7	0	0
The school helps my child to have a healthy lifestyle	17	39	24	55	1	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)	13	30	26	59	3	7	0	0
The school meets my child's particular needs	12	27	25	57	1	2	0	0
The school deals effectively with unacceptable behaviour	15	34	23	52	6	14	0	0
The school takes account of my suggestions and concerns	15	34	21	48	3	7	1	2
The school is led and managed effectively	18	41	18	41	5	11	0	0
Overall, I am happy with my child's experience at this school	18	41	24	55	1	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



9 November 2010



Dear Pupils



Inspection of St Paul with St Luke CofE Primary School, Bow E3 4LA

Thank you for the warm welcome you gave to the inspection team when we visited your school. We enjoyed talking to you about your work and hearing your views on the school. I am writing to tell you what we found.

You are given satisfactory care and support and, as a result, you feel safe, are keen to contribute to school life and are trying to adopt a healthy lifestyle. You told us you enjoy school but a minority of you think that behaviour is not good. Inspectors found behaviour to be satisfactory during the inspection.

Too many of you are not at school every school day and this means you miss all the activities that will help you learn. This holds back your progress. The standards that many of you achieve are too low, especially in writing, because you have not made enough progress in the past. The progress many of you make is still too slow and that means that you are not catching up on learning you have missed in earlier years. Your school needs additional help to ensure that you have a good education and are well prepared for your future life and work. This help is called 'special measures'.

The headteacher and her colleagues are working hard to make the school better, but the improvements have not happened fast enough. You can all help them by telling the teacher if you do not understand what is expected of you and by working harder in lessons. We have asked the school to make all the teaching at least good by making certain that the activities teachers plan for you are at the right level for each of you. We have asked the school leaders and the governors to look more carefully at how well you are doing and which things help you to learn best so that they can make your school better.

We have also asked that the school does more to help you understand the world in into which you will grow up, to help you contribute to the local and wider community and prepare you for the future. All of you can help by taking a full part in school and community life.

Yours sincerely

Ruth McFarlane

Lead inspector

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