

# St Paul with St Luke Church of England Primary School

## Inspection report

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<b>Unique reference number</b>	100958
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	388297
<b>Inspection dates</b>	27–28 June 2012
<b>Lead inspector</b>	Mark Lindfield HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	260
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kate O'Neill
<b>Headteacher</b>	Ian Jones
<b>Date of previous school inspection</b>	4–5 November 2010
<b>School address</b>	Leopold Street London E3 4LA
<b>Telephone number</b>	020 79874624
<b>Fax number</b>	020 75388655
<b>Email address</b>	admin@spsl.towerhamlets.sch.uk

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<b>Age group</b>	<b>3–11</b>
<b>Inspection date(s)</b>	<b>27–28 June 2012</b>
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## Introduction

Inspection team

Mark Lindfield

Her Majesty's Inspector

Cyndi Millband

Additional inspector

This inspection was carried out with no notice. Inspectors observed 19 part lessons and intervention sessions taught by 13 teachers, listened to children reading, held meetings with groups of pupils, staff, the newly appointed headteacher, and representatives from the governing body and from the local authority. Inspectors took account of the responses to the online Parent View survey in planning the inspection, observed the school's work, and looked at the school's monitoring records, improvement planning, assessments of pupils' academic progress, minutes of governing body meetings and the local authority's reports of the school's progress.

## Information about the school

This is a larger than average-sized primary school. A far higher than average proportion of pupils are supported at school action plus or have a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is well above average. The school serves a diverse urban community. Just over half of the pupils are of Bangladeshi heritage and a much higher proportion of pupils than average speak English as an additional language.

The school did not meet the current floor standards in 2011 which are the minimum standards expected by the government. The school was previously inspected in November 2010 and at that time was judged to require special measures because it was failing to provide an acceptable standard of education. It has received a number of visits since then to monitor its progress.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- The school is now providing an acceptable standard of education. Improvements in the quality of provision across the school have ensured that pupils enjoy school and achievement is rising. The overall effectiveness is not yet good because the quality of teaching is variable and assessments are not used effectively in all lessons. Subject leaders do not all actively contribute to raising achievement. In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Schools whose effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- The standards reached by pupils at the end of Year 2 and Year 6 have risen sharply. Similarly, a higher proportion of children in the Early Years Foundation Stage now reach expected levels for their age, although boys' communication, language and creative skills are lower than those of boys nationally.
- Pupils of all abilities now make at least satisfactory progress from their starting points because of improvements in teaching and the support they receive. Pupils' progress is weaker in some lessons because the pace slows and teachers do not use assessment information accurately to plan and teach activities matched to pupils' needs.
- Pupils' behaviour has improved over time to typically good levels. Pupils help to make the school a friendly and welcoming place for all. In lessons, they respond carefully to questions, work well together and show positive attitudes to learning.
- Senior leaders and governors have overseen improvements across a range of key areas. However, a number of policies and procedures have not been reviewed recently. Subject leaders in English and mathematics have actively influenced improvements in their subjects, although leaders of other subjects

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have had more limited impact.

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

- Improve the quality of teaching and learning so that it is consistently good by:
  - ensuring activities in lessons match the learning needs of pupils
  - maintaining a brisk pace so that pupils' progress accelerates
  - taking effective steps to raise the attainment of boys in the Early Years Foundation Stage.
  
- Ensure that effective use is made of assessment information to inform planning by:
  - improving the quality and consistency of marking across all subjects
  - diagnosing misconceptions in pupils' oral responses and written work.
  
- Strengthen the effectiveness of leadership and management at all levels by:
  - raising the quality of subject leaders' practice across a broader range of subjects
  - reviewing the school's policies and procedures more frequently.

## Main report

### Achievement of pupils

Lesson observations and the scrutiny of pupils' work over time confirm that the school has successfully begun to address previous underachievement. Attainment at the end of Key Stage 1 has risen from significantly below average to average. Similarly, pupils' achievement in Year 6 has improved and inspection evidence confirms that the proportion of pupils expected to reach Level 4 in English and mathematics is currently in line with the national average. Teaching in Years 5 and 6 which frequently challenges pupils to make better progress has helped to ensure that more pupils are reaching the higher Level 5. The school's strong emphasis on improving writing has resulted in more rapid progress recently so that the overwhelming majority make the expected progress from their starting points. There has been a noticeable development in pupils' effective use of language to express their ideas. For example, in a Year 6 lesson, pupils confidently used paragraphs and a range of punctuation to produce imaginative and complex sentence structures in their written work.

Children in the Early Years Foundation Stage now make better progress from their variable starting points because of a more stimulating environment. A range of purposeful activities engages children and helps them to develop their concentration and skills. However, there are few opportunities for children to develop their

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communication and creative skills and boys particularly, make less progress in these areas.

Disabled pupils and those with special educational needs make at least satisfactory progress in English and mathematics and are making good progress in their personal development. Pupils with a statement of special educational needs are now expected to be actively involved in reviewing their progress and this has helped to increase their confidence and feelings of self-worth. Teaching assistants have a good knowledge of pupils' individual abilities and use this information to provide appropriate guidance and encouragement. An increasingly well-planned series of intervention programmes and support is more closely matched to pupils' individual needs. A more rigorous programme of phonics teaching (linking sounds and letters) and additional support sessions have improved pupils' reading skills. Year 1 pupils, working at lower than expected levels for their age, confidently use their developing knowledge of sounds and letters to read unfamiliar words. As a result of a more consistent approach in the teaching of reading, pupils' attainment in Year 2 and Year 6 is now at expected levels.

### **Quality of teaching**

Pupils are making greater progress from their starting points because the quality of teaching has improved. Teaching is now typically satisfactory, although there is an increasing proportion of good teaching, especially in Years 5 and 6. Good relationships between staff and pupils are a common feature across the school. As a result, pupils are helped to make better progress in their spiritual, moral and social development as they work cooperatively and show positive attitudes. The school has developed a number of common strategies which ensure pupils understand what they are expected to do and to learn. Teachers' questions are more frequently encouraging pupils to give reasoned answers. Teachers' explanations set out clear expectations from the start and are regularly referred to during lessons. On occasion, these explanations take too long or are unnecessary and slow the pace of the lesson.

Teachers are more rigorously using formal assessments and tracking data to identify pupils' underachievement. These procedures have helped to raise expectations of appropriate rates of progress and provided a greater awareness of matching activities to pupils' different abilities. Planning now regularly includes different activities within a single lesson and the links to previous learning. However, this does not consistently result in activities closely matched to pupils' abilities. This is because the quality of ongoing assessment and marking is too variable across the school. In well-taught lessons, teachers devote more time to moving around the classroom, taking care to assess each pupil's progress and understanding and to adapt the lesson to meet emerging needs. In less effectively taught lessons, teachers are often less alert to spotting misconceptions in pupils' oral responses and written work. Similarly, there are inconsistencies in the quality of marking across year groups and subjects. The best marking spots and diagnoses weaknesses as well as being complimentary, but this is not always the norm.

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Through the support of senior leaders, the role of teaching assistants has developed and staff have become more actively involved in teaching small groups. The most effective adults take responsibility for assessing and reporting pupils' progress but, on occasion, teaching assistants over-direct pupils' learning and miss opportunities to encourage pupils to explain and refine their ideas.

**Behaviour and safety of pupils**

There has been a marked improvement in behaviour over time, particularly from the onset of monitoring inspections. Attendance has improved; it is now above average and has been consistently high over the course of this academic year. Pupils say that they feel very safe and they like coming to school. They show good awareness of different forms of bullying and say it is quickly 'sorted out'. No aggressive behaviour was observed around the school, rather, pupils enjoy break times chatting amiably and playing sociably. A range of playground areas and apparatus is well used, with additional clubs at lunchtime providing further opportunities for pupils to relax and enjoy each other's company.

This is an inclusive school where pupils of different faiths, cultures and academic abilities create a caring and harmonious community. Spirituality is fostered sensitively with opportunities during the school day for pupils to reflect and pray together. There are good relations in lessons between staff and pupils with pupils' positive attitudes making a strong contribution to a purposeful learning environment. Pupils respond thoughtfully to questions and show good levels of concentration from an early age.

**Leadership and management**

The pace and extent of improvement has increased markedly over the last year as procedures have become more established. Rigorous monitoring of the work of the school by a range of senior leaders has led to improvements in the quality of teaching and in the curriculum. In turn, this has resulted over time in improvements in pupils' achievement and in their spiritual, moral, social and cultural development. The school's commitment to equality is evident in the successful focus on resolving underachievement for most pupils and ensuring that the progress of all pupils, including those with special educational needs, improves. As a result, the school is beginning to narrow the variation in achievement of different groups of pupils. The school recognises, however, that there remains room for improvement in raising the achievement of some pupils known to be eligible for free school meals. The school's safeguarding arrangements meet requirements and staff are alert to the needs of more vulnerable pupils. The strong commitment of the highly effective 'A team' and the use of a wide range of innovative strategies have led to a significant improvement in attendance.

Information and checks on pupils' progress are used increasingly effectively by senior leaders to identify those pupils who are underachieving and to agree remedial actions with teachers. Improvements in the quality of teaching are the result of

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better established systems to evaluate individual teachers' performance, although there remain variations in the quality of teaching. Subject leaders for numeracy and literacy are actively involved in monitoring pupils' progress in English and mathematics. They have completed lesson observations, looked closely at pupils' work in books and led staff training. These actions have had a discernible impact on helping to improve pupils' achievement in reading, writing and mathematics. Similarly, members of staff have taken up the responsibility for monitoring attendance and punctuality. As a result of these well-established systems and procedures, broadening leadership and improved achievement, and despite imminent changes in senior leadership, the school shows satisfactory capacity to continue to improve.

The governing body is now more actively reviewing the school's progress and provides greater challenge. Governors are using a range of information, including presentations by staff, to gain a greater understanding of the school's provision. However, since the previous inspection a number of policies and procedures have not been reviewed.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



29 June 2012

Dear Pupils

**Inspection of St Luke and St Paul's Church of England Primary School,  
London E3 4LA**

Thank you for making us feel welcome. We enjoyed the chance to talk with you and to hear what you think about your school. You told us about the changes that had happened. St Luke and St Paul Primary has improved, especially in the last year, and is now a satisfactory school. This is because of the hard work of staff, governors and you – well done! Here are some of the best things about the school.

- Your behaviour is good in classes and around the school and you get on well together.
- Your headteacher, governors and other staff have worked hard and made improvements to the school in a short time.
- Your lessons have improved and teachers are more often making you try hard and think carefully.
- Your attendance has improved a lot so you do not miss lessons and fall behind in your work.

We have asked your headteacher and teachers to make sure that lessons provide all of you with work that is matched to your ability. We have asked the school to ensure that staff check your progress in lessons and when marking your work so that they know how well you are doing. We have also asked the school to develop the skills of all subject leaders to match those of the literacy and numeracy subject leaders.

It has been a privilege to get to know you during the visits to your school. I wish you all well in the future.

Yours sincerely

Mark Lindfield

Her Majesty's Inspector

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