

# St Paul with St Luke Church of England Primary School

Leopold Street, Bow, London, E3 4LA

## Inspection dates

27–28 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although achievement has improved, pupils do not make consistently good progress in reading, writing and mathematics in all year groups.
- Teaching is not consistently good across the school, which means pupils do not make the progress of which they are capable.
- Very occasionally teachers do not check on pupils' learning so as to adapt their teaching quickly enough in response to what pupils can or cannot do.
- Pupils' work is not always finished neatly and carefully. They are not consistently given opportunities to improve their handwriting and presentation.
- Pupils are not given enough guidance about how to write extended pieces of work in a wide range of subjects.
- Sometimes the work given to pupils to extend their learning does not provide sufficient challenge to develop learning further.

### The school has the following strengths

- The headteacher is ambitious for the pupils in the school. She has formed a strong and talented group of leaders to secure the improvements needed.
- Senior leaders and governors have improved the quality of teaching and achievement. Pupils' progress is now improving rapidly and inadequate teaching has successfully been eliminated.
- Progress in the Early Years Foundation Stage is good.
- Pupils' behaviour is good. They display positive attitudes to learning in class, work well together and behave consistently well around the school. Attendance has improved and is now above average

## Information about this inspection

- Inspectors observed 21 lessons or parts of lessons, of which three were joint observations with the headteacher and deputy headteacher.
- Inspectors observed the school’s work and examined a range of documentation, including the school’s own performance data, records of monitoring of the quality of teaching and an analysis of the school’s strengths and areas for development, the school’s improvement plan, minutes of the governing body meetings, and records relating to attendance, behaviour and safeguarding.
- Meetings were held with groups of pupils. Inspectors listened to pupils read and discussed their reading with them.
- Pupils’ work was scrutinised to evaluate progress and the quality of marking and feedback provided by teachers.
- Discussions were held with the headteacher, deputy headteacher, assistant headteachers and other leaders, teachers, the chair of the governing body, a representative from the London Diocesan Board of Schools, and a representative from the local authority.
- The views of parents and carers were sought at the beginning and the end of the school day and during a workshop for parents. Responses from 11 parents to Parent View, the Ofsted online survey, were considered.
- The inspectors considered 22 questionnaires completed by members of staff.

## Inspection team

Mirella Lombardo, Lead inspector

Additional inspector

Tusha Chakraborti

Additional inspector

Verna Plummer

Additional inspector

## Full report

### Information about this school

- The school is an average-sized primary school.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average. The proportion of pupils supported through school action is average.
- The proportion of pupils eligible for support through the additional funding known as pupil premium (extra money provided by the government for pupils, including those eligible for free school meals, in public care or from service families) is above average.
- Almost all pupils are from minority ethnic backgrounds and most of them speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school works with other schools in the local Poplar Harca Partnership.
- Since the previous inspection there have been many changes in staffing, including almost all of the teachers and a new headteacher, who took up her appointment in September 2013.

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

- Ensure all teaching is good or better to ensure pupils make better progress by:
  - making sure all teachers regularly check pupils' learning and adapt activities so that pupils are continually challenged to improve
  - providing pupils with more help in writing extended pieces of work in English and in other subjects
  - making sure that the work given to pupils to extend their learning provides them with further challenge.
- Improve the presentation of pupils' work throughout the school by ensuring handwriting is taught effectively and there are clear expectations of the use of joined-up writing and presentation in all subjects.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Although there are year groups where pupils' progress is improving rapidly, especially in reading, achievement requires improvement because pupils do not make consistently good progress in English and mathematics in every year group.
- The legacy of weak teaching in the past has meant that the progress pupils make and the standards they reach at the end of Key Stage 1 and Key Stage 2 have been below those of other pupils nationally over recent years.
- At the end of Key Stage 1, standards have been below the national average for a number of years. More pupils are now achieving the higher levels in reading and mathematics because of the significant improvements in teaching. However, fewer pupils still attain the higher levels in writing than the national average.
- Pupils in Year 1 performed below the average in the 2013 national phonics screening check. Reading is a priority in the school and pupils are now taught phonics (the sounds letters make) in small groups every day and move regularly between groups as they improve. This has begun to significantly improve their phonics skills.
- Pupils currently in Year 6 are making better progress than previous pupils in reading and mathematics. This is as a result of the good teaching and individual support they now receive.
- The majority of children start in the Early Years Foundation Stage with skills that are well below the levels typically expected for their age. They make good progress so that by the time they leave Reception, their skills and development are in line with those typically expected for their age. This is because there is a strong focus on developing language and early reading skills.
- In 2013, pupils who are more able attained better than other pupils nationally in mathematics. In reading, these pupils attained just below their peers nationally.
- Disabled pupils and those who have special educational needs make similar progress to others in the school, except in writing, where progress is slower. Their attainment is below that of their peers nationally.
- Pupils who speak English as an additional language make similar progress to other pupils in the school. In 2013, their attainment in mathematics was higher than their national peers' but lower in reading and writing.
- In 2013, the gap in attainment between Year 6 pupils eligible for additional funding and their peers in the school narrowed in mathematics and writing from just over a term behind in 2012 to less than a term behind. In reading, the gap has widened from one term behind to two terms behind. However, current eligible pupils are now improving at a similar rate to others in the school so ensuring they achieve equally well with others.
- The progress pupils make is now improving rapidly. Effective leadership by the headteacher, a new leadership team and a significant change in staffing have raised the expectations of pupils' achievement and secured better teaching across the school.

### The quality of teaching

### requires improvement

- Although the picture has improved significantly through the carefully focused demands of the senior leaders, teaching has not been good enough over time to ensure all pupils make at least good progress in reading, writing and mathematics.
- Not all teachers are consistent in checking pupils' learning carefully. As a result, some teachers spend too much time explaining the learning without checking how much pupils already understand and adapting their teaching in response to what pupils are saying.
- Not enough time is given to pupils to write longer pieces of work in English and other subjects. As a result, achievement in writing is not good enough across the school.
- Not all teachers provide work which is clearly challenging for pupils. Sometimes the tasks given

to pupils are no more demanding than the work they have already been doing. It is not always clear enough how the more difficult work set builds on pupils' knowledge and skills and provides a genuine challenge for pupils.

- Handwriting is taught regularly throughout the school. However, occasionally the time is not used effectively to provide guidance to pupils on letter formation and developing mature writing skills. Presentation of work in books is not always of the highest quality.
- Teachers provide pupils with regular written feedback in their books. Next steps in learning are identified and this helps pupils know what they need to do to improve.
- Children in the Early Years Foundation Stage learn well. There is a strong focus on early reading skills, taught in an exciting way. For example, outdoors, pupils jumped into hoops to identify the initial sounds of words the adult read out.
- Support for disabled pupils and those with special educational needs is strong. This is because they are taught in small groups and given exciting work which engages them well. For example, in a Year 5 class, the teacher set up a crime scene to provide a context for children to practise solving problems in mathematics.
- Relationships in the school are strong. Pupils enjoy learning and are keen to do well. Pupils in Year 6 spoke about their favourite pieces of work and the progress they had made. Some more able pupils talked about the 'master classes' they enjoyed attending at the local secondary school to help achieve the higher levels in mathematics.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. Their attitudes to learning are good. Older children talk confidently about their levels of work and what they need to do to improve.
- Classrooms and other learning spaces are well organised and tidy. All pupils wear school uniform correctly. The outside areas are very attractive and are well maintained by the pupils.
- The school's 'Value Garden' displays the school's values in mosaics and pupils are keen to earn badges which reward behaviour which reflects these values.
- In lessons and around the school, pupils treat each other and adults with respect and courtesy. Pupils work particularly well together because teachers have taught them the skills of how to cooperate with their partners when they are learning in class.
- Pupils say that there is less bullying now and behaviour has improved. They say that on the few occasions bullying occurs, adults deal with it promptly.
- The school keeps detailed records of behaviour incidents so that leaders are able to identify any trends in the type of incidents and by which group. These records show that incidents are now reducing. The school works well with pupils who have specific and serious difficulties with their behaviour and draws on specialist support, as necessary, to help them improve.
- The school prepares pupils well for their next stage of their education, for example, giving pupils the opportunities to be part of the school council and with responsibilities at lunchtime and breaks.
- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of how to keep safe, in particular when using the internet. They say that they learn about safety in the assemblies they have at school and discuss keeping safe with their teachers before going on school trips.
- Parents and carers are highly positive about how the school keeps their children safe.
- Attendance is above the national average as a result of the strong focus given to attendance through trophies awarded at weekly assemblies and the school's work with parents.

### **The leadership and management** are good

- Since taking up her post shortly after the previous inspection, the headteacher has been determined to secure improvements in the school. With the support of the London Diocesan

Board for Schools and the governing body, she has implemented many actions to ensure teaching and the progress pupils did not dip to inadequate levels across the school. Checks on teaching and the progress pupils make are increasingly rigorous. Leaders know their school well and evaluation is thorough and accurate.

- Staff morale is high. Teachers are very positive about how the school provides feedback following lesson observations. It gives teachers the opportunity to reflect on how well they are doing, as well as setting clear expectations for what is expected next time for teaching to improve to typically good levels.
- The headteacher, supported by governors, has successfully managed significant staff changes since her appointment to ensure inadequate teaching has been eliminated. This, together with the current leadership team in place, places the school in a strong position to continue the momentum of further improvement.
- Subject leaders demonstrate a clear commitment and passion to achieve the very best outcomes for the pupils in the school. Despite being new to their role, they already have a clear understanding of the school's priorities and have supported their colleagues in regular training and evaluation of the learning. As a result, teachers are very positive about the support they receive.
- The range of subjects taught is wide. There are opportunities for pupils to take part in themed days such as World Book Day and reading events such as the 'Read for my school programme'. Pupils in Years 4 and 5 attend weekly swimming sessions at the local pool.
- The school promotes pupils' spiritual, moral, social and cultural development well. There are a range of clubs, including homework, film and French clubs. Pupils are involved in raising funds for charity, for example baking cakes for the local food bank.
- The majority of parents and carers are very positive about the work of the school. Regular workshops are held to gain parents' and carers' views about a range of topics. During the inspection, a workshop on developing communication between home and school was very well attended.
- The additional government funding is used well to provide extra teachers to work with pupils, including specialist support for pupils with emotional difficulties.
- The school has used the primary sports funding to employing specialist coaches to work with teachers and this has developed their skills in teaching physical education and increased pupils' participation in sports-related activities.
- Following the appointment of the current headteacher, the local authority provides regular support to the school, but recognises it needs to improve its level of effectiveness.
- **The governance of the school:**
  - Since the time of the previous inspection, governance has been strengthened and is now well placed to both challenge and support school leaders to secure rapid improvements. Governors visit regularly and have a clear understanding of the school's priorities, quality of teaching and performance data. They are proactive in developing partnerships beyond the school to give teachers experience of good practice. They ensure they are regularly updated and bring a range of expertise to their role such as in the areas of finance and education. The use of the additional pupil premium funding and sports funding is managed well. They understand the systems used to manage performance, including links between salary and pupils' progress, and actions to tackle underperformance. Statutory requirements for safeguarding arrangements are fully met.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	100958
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	430589

This inspection of the school was carried out under section 5 of the Education Act 2005.

<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>	265
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kate O'Neil
<b>Headteacher</b>	Nicola Horton
<b>Date of previous school inspection</b>	27–28 June 2012
<b>Telephone number</b>	020 7987 4624
<b>Fax number</b>	020 7538 8655
<b>Email address</b>	admin@spsl.towerhamlets.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

