

St Paul with St Luke Church of England Primary School

Leopold Street, Bow, London E3 4LA

Inspection dates	26–27 April 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher has high aspirations for the school and pupils, which are shared by leaders and governors. The headteacher is proactive in identifying and securing the support required to improve outcomes for pupils, which have improved since the previous inspection.
- Governors use their strong knowledge of the school to challenge leaders and hold them to account for improving the quality of teaching and outcomes for pupils.
- The quality of teaching, learning and assessment is good. Leaders support teachers effectively to improve the quality of teaching. Over time, this has improved outcomes for pupils.
- The behaviour of pupils is good. Pupils show respect towards each other and adults.
- Pupils currently in Year 6 are making good progress. They are now working at the standards expected for their age. They are well prepared for their move to secondary school.
- The school's strong ethos and inclusive nature supports the good promotion of pupils' spiritual, moral, social and cultural development.
- Pupils say they enjoy coming to school. Attendance rates are in line with the national average so learning time is optimised.
- Children in the early years are happy and keen to learn. Most children are making good progress and are well prepared for key stage 1.
- The curriculum is exciting and there is a wide range of opportunities for pupils to enjoy and extend their learning.

It is not yet an outstanding school because

- There are limited opportunities available for pupils to extend their writing skills to other areas of the curriculum; this slows their rates of progress. Teachers do not fully stretch the most-able pupils, particularly in writing.
- Teachers' expectations of the most-able children in the early years are not sufficiently high, especially in writing.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment so that pupils make outstanding progress by ensuring that:
 - teachers provide all pupils, especially the most-able pupils, with further opportunities to extend their writing skills and apply them when they are writing in subjects other than English
 - teachers have high expectations of pupils' handwriting and encourage pupils to take pride in the presentation of their written work
 - sufficient challenge is provided for the most-able children in the Reception Year, particularly in developing their writing skills.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher is determined to raise standards for all pupils at St Paul with St Luke CofE Primary School. In 2015, an accountability group was set up to make sure all pupils make good progress, particularly Year 6 so they are ready for secondary school. The headteacher is proactive in terms of identifying the school's own areas for improvement and securing the support leaders need to improve outcomes for pupils. As a result, senior leaders have strong capacity to secure further improvements for their pupils.
- Teachers are highly supportive of the senior leaders' determination to improve teaching and outcomes for all pupils. Teachers value the support they receive to improve their own teaching, for example through coaching and mentoring. Teachers confirm that 'The support we receive impacts positively on the progress of pupils.'
- Leaders are effective in managing the performance of teachers to improve teaching and learning. They have successfully eliminated inadequate teaching over time and have raised their expectations of what teachers should achieve to ensure the best possible outcomes for their pupils. The management of teachers' performance is related to pupils' progress and pay increases are awarded when teachers have demonstrated good performance.
- The curriculum is expertly organised to ensure that all subjects in the national curriculum are taught effectively. The text-based curriculum is enticing, as it covers interesting topics like 'chocolate', through high-quality children's books. Teachers make learning fun. For example, pupils recently enjoyed trips to the theatre and a chocolate factory to support their learning based on the theme of 'chocolate'. There are a range of clubs that pupils can attend after school such as football, cooking, dancing and creative clubs. Pupils spoke enthusiastically about their enjoyment for learning when they accompanied an inspector on a tour of the school.
- Respect for cultural diversity features prominently in the school. The school's values of celebrating individuality and respectfulness were vividly expressed by pupils, who confirmed, 'We do not judge by colour ... we are all different individuals.' Displays around the school, such as the celebration of different festivals like Remembrance Day, Eid, Christmas and Chinese New Year, illustrate how effectively the school promotes the British values of tolerance and respect of different cultures.
- Pupils' spiritual, social and, moral and values are well promoted. Pupils are given opportunities to take on leadership roles and exercise responsibility through the school council and pupil leadership team, which leads on projects such as bullying.
- Sports funding is used effectively. Teachers are trained by a specialist physical education teacher to further develop their teaching skills. New equipment has been purchased and there are more opportunities for pupils to participate in sports competitions and clubs. The profile of sports has increased within the school.
- Pupil premium funding, which is the additional funding given by the government for pupils eligible for free school meals, is used effectively to improve teaching and outcomes for disadvantaged pupils.
- **The governance of the school**
 - The governing body has a good understanding of the school's strengths and areas for development. They rigorously hold school leaders to account for pupils' progress by reviewing performance information. Recently, they visited the school to check the effectiveness of teaching and learning in mathematics against the school's improvement plans. They also checked the progress and attainment of all pupils in mathematics.
 - Governors ensure that the additional funding the school receives for disadvantaged pupils is used effectively to raise their attainment and progress.
 - Governors make sure that the policies relating to pay progression for staff are followed carefully and that teachers are awarded increases in salaries based on their performance.
 - Governors support each other well, through mentoring, in order to fulfil their statutory duties effectively.
- The arrangements for safeguarding are effective. There are clear systems and procedures in place to ensure the safety and well-being of pupils. Staff are well trained to notice any changes in behaviour that may put pupils' safety and well-being at risk. Staff and parents responding to Ofsted's questionnaires agree that pupils feel safe and are well looked after at the school.

Quality of teaching, learning and assessment **is good**

- The quality of teaching, learning and assessment is good. Leaders are determined to improve teaching so that pupils make good progress. Teachers say they receive the support they need to plan learning to meet the specific needs of individual pupils to make sure pupils in their class make good progress.
- Teachers use pupils' misconceptions effectively to develop their knowledge, understanding and skills within a subject. For example, pupils were encouraged to identify errors in their peers' recorded work on addition and subtraction, in order to deepen their understanding of number calculations.
- Pupils talked confidently to inspectors about the opportunities they are given to improve their work and respond to their teachers' marking. Teachers consistently adhere to the school's marking policy when checking pupils' work. This helps pupils to move on in their learning.
- Pupils say they enjoy problem solving in mathematics. They apply their reasoning skills when solving problems. For example, pupils enjoyed working with their peers to solve a problem in which they had to add three single digits on three different lines to total 10.
- The skills of writing are taught well. However, pupils do not consistently apply their key skills in writing to written work in the other areas of the curriculum. Teachers do not sufficiently challenge the most-able pupils to write at greater depth within the standards expected for their age. Teachers do not have consistently high expectations of handwriting and presentation of pupils' written work.
- Phonics is taught effectively in early years and key stage 1. Pupils are given opportunities to use their phonics knowledge and skills to read unfamiliar words. Regular teaching of reading in the other year groups supports pupils to become fluent and confident readers.
- Inspectors sampled the homework given to pupils. Homework is used well to consolidate learning in literacy and mathematics. Pupils are also given opportunities to research topics they are learning. For example, Year 6 pupils researched the key events relating to the Second World War as part of their history topic.

Personal development, behaviour and welfare **is good**

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their peers' successes and the school's achievements. This was evident during an assembly where pupils celebrated their peers' achievements. Pupils proudly told an inspector about their achievements in the mini-football league with other local primary schools. They say they are eagerly awaiting the moment of bringing back the trophy to school following the girls' achievement of taking first position in the football league.
- Pupils say they are safe. The school's work to raise pupils' awareness of safety through the curriculum is strong. Pupils show a good understanding of e-safety and how to report any concerns relating to cyber bullying.
- Pupils are aware of the different forms of bullying and agree that bullying is a rare occurrence at their school. They have confidence in the adults in school to deal with bullying. They are knowledgeable about online safety and all forms of bullying, including racist, online and homophobic bullying.
- Pupils' confidence and emotional well-being are promoted well in a range of ways, including counselling sessions. Pupils can express and think about their worries by talking, engaging in creative work and play. For example, they can talk about issues like what makes them feel sad or happy. This helps pupils to build their confidence.

Behaviour

- The behaviour of pupils is good.
- There is an orderly school environment where pupils conduct themselves well between lessons, at break and lunchtimes, and during assemblies.
- Pupils say behaviour has improved in the last year. They were able to tell the inspector about the school's procedures for managing behaviour. They say that most pupils follow the new rules. Parents and staff agree that behaviour is well managed within school.
- Pupils enjoy positive relationships with each other and with staff. Pupils speak highly of each other and show respect towards other pupils and adults in the school. Pupils say their religious education lessons

help them to get a better understanding of different religions and how to relate to people. This promotes a harmonious and happy school ethos where respect for each other is the norm.

- Attendance is in line with the national average. The school has effective systems in place to ensure its pupils attend school regularly. This means that learning time is optimised.

Outcomes for pupils

are good

- Pupils' progress has improved since the previous inspection because leaders are relentless in their drive to improve the quality of teaching and learning across the school. Consequently, attainment is improving, and more pupils are now working at the expected standards for their age. Pupils now need to make rapid progress in writing by applying their knowledge and key skills in writing to wider areas of the curriculum. Teachers do not sufficiently challenge the most-able consistently to ensure they work at greater depth within the expected standards for writing for their age.
- Early reading skills are taught effectively through phonics lessons. There is a consistent approach to teaching phonics in Reception and key stage 1. Pupils are given plenty of opportunities to apply their phonics skills to reading unfamiliar words.
- Current Year 2 pupils have made good progress across key stage 1 in reading, writing and mathematics and are in line to attain the standards expected for their age. This is confirmed by the work in pupils' books and the school's own assessment information.
- In 2015, pupils' attainment at the end of Year 6 in all subjects was below average. Similarly, the progress pupils made in reading and mathematics was below average. The school's own assessments and work in pupils' books show that current Year 6 pupils are making good progress in all subjects and are working at the expected standards for their age. Equally, the school is in line to meet the government's floor standards in 2016, which set the minimum expectations for pupils' attainment and progress at the end of key stage 2. This is the result of leaders' determination to raise standards through improving teaching and learning.
- Disadvantaged pupils make good progress in mathematics. The school's assessment information indicates that the gaps between these pupils and other pupils nationally, in reading and writing, are narrowing. This is because leaders are improving teaching and learning across the school.
- The progress of pupils with special educational needs or disability is improving, particularly in mathematics. Leaders accurately put in place the support to ensure that the pupils' individual needs are met.
- Pupils are well prepared for their learning in the next key stages as they are making good progress.

Early years provision

is good

- The majority of children enter Reception class with skills, knowledge, and understanding below those typical for their age. By the end of Reception their attainment is close to the national average. Most children currently in Reception are making good progress and are ready for their learning in Year 1. Leaders target early years funding effectively. Disadvantaged children are making good progress in all aspects of learning compared to other children.
- Adults in the early years are using the recent training on how to improve the learning environment effectively. As a result, both the indoor and outdoor areas are exciting and stimulating learning environments. Children engage in exciting activities, such as water exploration, when they tested out which objects would sink or float. Children happily engage in role play scenarios. Adults model good speaking and listening skills. This promotes children's language development well. For example, children had great fun performing a puppet show, using the adults' careful and well-targeted support for speaking and listening.
- Teaching is effective in the early years. Adults use their assessments of children's learning well to plan activities which extend and enhance children's skills. For example, children enjoyed learning about the values of different coins. They responded well to the challenge of adding the value of their coins to that of their partners.
- Children use their phonics skills well to write simple sentences. This was evident when children retold the story of 'Chicken Licken'. However, the most-able children are not fully challenged in their writing. Teachers do not ensure that the most-able children are challenged to write more in order to exceed the early learning goal for writing.

- Early years staff engage well with parents. There are plenty of opportunities for parents to get involved in their children's learning, for example by attending workshops to help them to support their child's learning at home. Parents also make contributions to their children's 'special books'. This effective partnership working promotes good continuity for children's learning.
- Children behave well in the Nursery and Reception classes and are safe. They are taught well how to handle resources with care. For example, children learn how to hold scissors correctly so they can cut out their pictures safely.
- Children in the early years play and learn happily together. They enjoy strong positive relationships with their peers and adults alike.

School details

Unique reference number	100958
Local authority	Tower Hamlets
Inspection number	10011935

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	223
Appropriate authority	The governing body
Chair	Bob Gilbert
Headteacher	Nicola Horton
Telephone number	020 7987 4624
Website	www.spsl.towerhamlets.sch.uk
Email address	admin@spsl.towerhamlets.sch.uk
Date of previous inspection	27–28 March 2014

Information about this school

- The majority of pupils are from minority ethnic backgrounds. Over half the pupils are from a Bangladeshi heritage.
- The majority of pupils speak English as an additional language.
- A very large majority of disadvantaged pupils are supported through the pupil premium. This is additional government funding which supports pupils who are known to be eligible for free school meals and those looked after by the local authority.
- The percentage of pupils who have special educational needs or disability is well above average.
- Children in the early years attend the Nursery and Reception classes. Reception children attend the early years provision on a full-time basis.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress at the end of key stage 2.
- The school does not meet requirements on the publication of specific information about the curriculum overview for Reception class and sports premium for the academic year 2015/2016 on its website.
- Leaders are proactive in identifying the support they need. An accountability group was set up to secure school improvements and improve outcomes for pupils.
- There have been changes to the governing body since the previous inspection. A new chair of governors was appointed in December 2015.

Information about this inspection

- Inspectors observed pupils' learning in 17 lessons, three of which were joint observations with the headteacher. They also looked at books and talked with pupils about their learning within lessons.
- Inspectors talked with a group of pupils and listened to pupils read.
- An inspector attended the school assembly.
- A group of pupils went on a learning walk with an inspector to share their views about the school, the curriculum and their learning.
- Meetings were held with the headteacher, senior leaders and subject leaders.
- In addition, meetings were held with the chair of the governing body and three governors. A meeting was also held with a representative from the local authority and member of the London Diocesan Board for schools.
- Inspectors took account of the eight responses to Ofsted's online survey, Parent View, and one response from free texts. They also took into account the school's own parent survey which was completed recently. Inspectors met informally with parents in the playground at the start of the school day.
- Inspectors took into account survey responses from staff. They scrutinised a range of school documentation, including the school's information on current pupils' progress, the evaluation of its performance, plans for improvement, and records relating to behaviour and safeguarding arrangements.

Inspection team

Rajeshree Mehta, lead inspector	Ofsted Inspector
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Shaun Dodds	Ofsted Inspector

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