

# St Peter's London Docks CofE Primary School

Garnet Street, Wapping, London E1W 3QT

## Inspection dates

26–27 March 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an outstanding school

- The headteacher and her leadership team have established a culture of high expectations. Their support for all members of staff to develop their practice is exemplary.
- Governors are knowledgeable and well trained. They use their skills effectively to provide the school with strong challenge and support.
- Highly skilled leaders and knowledgeable teachers ensure that pupils achieve highly across a wide range of subjects.
- The carefully designed curriculum helps pupils to develop deep subject knowledge. In their writing, they develop skills to write across a range of genres.
- Pupils make exceptional progress in mathematics across all year groups. They solve increasingly complex problems and are inspired by the challenges provided.
- Pupils love reading. An above-average proportion of pupils achieve the expected standard in the national phonics screening check. Pupils build on their phonics skills effectively to read a wide range of literature for pleasure.
- Pupils who speak English as an additional language make strong progress as a result of the expert support they receive.
- The successful use of the sports premium has resulted in a very high number of pupils being engaged in physical exercise before, during and after school.
- Pupils' behaviour is impeccable. Pupils have a strong voice within the school and benefit from attentive pastoral care.
- Leaders have created a highly effective culture of safeguarding. Pupils are taught how to keep themselves and others safe as an integral part of the curriculum.
- Parents and carers are overwhelmingly positive about the school. They praise the staff team's commitment to their children's safety, enjoyment of the school and excellent progress.
- Children in the early years benefit from high-quality teaching. The environment excites and stimulates them as learners and meets their needs very effectively. Consequently, they make rapid progress from generally low starting points.
- Leaders provide helpful feedback to staff, but this tends to focus on teaching rather than on the impact of teaching on pupils' progress.

## Full report

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

- Ensure that leaders' feedback to teachers makes the link between quality of teaching and pupils' progress in the development of knowledge and skills.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The headteacher has fostered a team of skilled and dedicated leaders who work relentlessly to improve pupils' outcomes. Parents, the local authority and the diocese all regard the school as a model of good practice.
- Staff believe firmly in the vision and ethos of the school. They work with diligence and care. Almost all staff strongly agree that leaders are attentive to their well-being and workload. Teachers new to teaching are supported well to develop their practice and swiftly integrate into the team. Consequently, the school has strong capacity to go from strength to strength.
- Leaders ensure that innovations to promote school development are introduced smoothly. For example, leaders ensured that, when changes were made to the way reading is taught, this was a concerted effort by staff in all year groups. An unusual and motivating approach to reading is the use of Benji, the school dog; acting as the 'Word Wizard', he selects words from the exciting, interesting and ambitious words provided by the pupils, which they then have to deploy in their writing.
- The well-crafted curriculum is a strength of the school. Effective planning helps pupils to develop their knowledge and understanding sequentially and in depth across a broad range of subjects.
- Leaders make regular checks on the quality of teaching and on the work that pupils do. However, feedback to staff tends to focus on how teachers are teaching rather than on the development of pupils' subject knowledge and skills.
- Leaders regularly check on pupils' progress and attainment. If any pupil is identified as underachieving, a variety of support measures is put in place. When, in 2018, a weakening of pupils' progress in writing was identified, leaders took swift and decisive action. The writing curriculum was skilfully redesigned and new emphasis was put on writing in subjects such as history and geography.
- Leaders are highly ambitious for the achievement of disadvantaged pupils. Their use of the pupil premium funding is sharply focused on removing barriers to learning. Staff provide disadvantaged pupils with good support as well as work that challenges them. Consequently, disadvantaged pupils' progress compares favourably with that of other pupils nationally.
- Pupils with special educational needs and/or disabilities (SEND) receive outstanding support. Leadership is incisive in ensuring that each pupil's needs are met, and leaders work closely with external agencies, parents, teachers and teaching assistants in school to address barriers to their learning.
- Parents are highly supportive of the school. They are pleased with the progress their children are making. The reports parents receive about their child provide a very helpful summary of achievements and future targets.
- Clear values underpin the life of the school, and pupils' spiritual, moral, social and cultural development is strongly promoted. Pupils are proud of their school. They have many opportunities to pursue interests in sport, drama, music and art. Assemblies give

pupils regular opportunities to perform in front of audiences.

- Pupils learn about the cultures, beliefs and views of others and understand why this is important in Britain's diverse society. Recent workshops on democracy have encouraged pupils to vote for roles of responsibility across the school, including membership of the school council.
- The school uses additional funding for sport exceptionally well. An extensive range of sporting clubs, as well as the 'daily mile run', ensure that pupils' participation in physical activities is high.

### **Governance of the school**

- Governors are committed to the ethos and aims of the school. They bring a wealth of skills to support them in their roles.
- Governors provide leaders with support, guidance and challenge that contribute to the school's outstanding provision. They understand that their role is strategic. The working relationship between school leaders and governors is efficient and effective.
- Regular training enables governors to keep up to date with developments in education. They regularly review their skills. They are kept well informed through detailed reports from leaders and visits to the school. Many parents and carers commented that it is very positive to see governors at the school gate every morning. Governors take their active role in listening to stakeholders' views of the school seriously.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- All safeguarding arrangements, policies and practices are fit for purpose. Checks are in place to ensure that adults are suitable to work with children, including volunteers who help in school regularly. All records related to safeguarding are maintained thoroughly. Governors check thoroughly and systematically that this is so.
- The curriculum is carefully planned, so that pupils know how to keep themselves safe in a variety of situations. Leaders ensure that a range of age-appropriate workshops are provided for the pupils on issues relevant to the local community, such as the risks posed by gangs and knife crime. Pupils feel safe in the school and know who to talk to if they have any worries or concerns.
- Staff receive regular training, so they understand their responsibilities to keep pupils safe. Adults know pupils well, are vigilant and report concerns promptly. Records show that all issues are taken seriously, with appropriate referrals to external agencies where needed.

### **Quality of teaching, learning and assessment**

### **Outstanding**

- Classrooms are happy, industrious places where pupils are focused and keen to learn. Teachers and support staff work hard to make learning as relevant as possible. As a result, pupils understand what they are learning and why. Little time is lost on unnecessary explanations. Displays are of the highest quality, reinforcing pupils' sense

of pride in themselves and the school.

- Staff know the pupils extremely well and have high expectations of them. They are consistent in their routines and approaches to teaching, learning and assessment.
- Teachers questioning is effective. They also provide useful feedback to pupils about the quality of their work, to which pupils respond well. There is an atmosphere of support and celebration that contributes well to pupils' strong learning and progress.
- Pupils like the challenging work that teachers give them. They are used to thinking hard, eager to try and unafraid to make mistakes. They are extremely well equipped in these situations, drawing on their previous learning, resources in the classroom and support from adults or classmates. As a result, pupils become resilient and able to persevere with challenging tasks.
- There is a strong focus on teaching pupils how to write for different purposes and audiences. Reading is a high priority for the school. The systematic teaching of phonics from early years is effective. Pupils tackle unfamiliar words in their reading successfully. Reading records show that pupils take every opportunity to read regularly at home and school. Highly skilled support staff work with pupils in small groups to help those who are struggling to catch up.
- Pupils' speaking and listening skills are well developed across the curriculum. They take a mature approach when performing in front of others. For example, during Year 4 drama, pupils acted out short pieces to tell the stories of Jesus' miracles, including the use of sound effects to represent the storm in the Sea of Galilee.
- Pupils relish opportunities to develop mathematical skills and knowledge. Teachers and teaching assistants ensure that errors and misconceptions are picked up quickly. Mistakes are seen as valuable learning opportunities and are used to reinforce pupils' understanding. Teachers' work to build pupils' confidence in number, especially place value, is balanced well with opportunities for pupils to solve multi-step problems, investigate and apply the skills they have learned. Very effective leadership of mathematics ensures that all staff members consistently use successful teaching and learning methods.
- There is strong teaching across a range of other subjects. For example, very effective history teaching enabled pupils to develop their understanding of chronology, sequencing key historical events on a timeline.
- Very effective teaching of physical education focuses on skill development. For example, pupils implement skills very well in hockey, such as dribbling and passing a ball accurately; recently the school hockey team has taken part successfully in a local tournament, a first for the school.
- The pupils are eager to extend their learning outside of the classroom and in their own time. For example, during the inspection, at lunch and breaktimes, pupils were seen using reference books and atlases to build on their learning of rainforests in geography. They enjoy reading together and run their own book club.

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The values of 'Love, Inspiration, Grace, Hope and Truth' guide the pupils. Pupils demonstrate impeccable manners and concern for others. They routinely treat each other with much kindness, respect and courtesy.
- Pupils have excellent attitudes to learning. They take every opportunity to participate in activities in and outside of the classroom. Pupils are diligent and commit themselves enthusiastically to thinking and working hard. They are keen to improve their learning and themselves as members of the school community. They take tremendous pride in all of their achievements.
- Pupils develop a strong understanding of tolerance and equality. They understand that others have different cultures and beliefs but that they share common values. They show care and concern for each other and pupils new to the school, regardless of their differences.
- Pupils benefit from a wide range of after-school clubs and activities which enable them to develop their interests. For example, parents commented on how much their children enjoy attending the school dance club. Pupils have opportunities to compete in sports, engage in charitable works, sing and play a variety of musical instruments.
- Leaders have devoted the necessary resources and time to provide pupils with high levels of pastoral care. The welfare and well-being of all pupils are at the very heart of everything the school does.
- Strategies to develop pupils' confidence and resilience are promoted extremely well by the dedicated staff. Through carefully planned opportunities and considered groupings of pupils, teachers promote pupils' personal and social development successfully. Pupils, therefore, learn to listen respectfully to the opinions of others and discuss and debate ideas sensibly.
- Pupils have a thorough understanding of how to stay safe online. For example, pupils understand why it is important not to share personal information on social media.

### Behaviour

- The behaviour of pupils is outstanding.
- Incidents of poor behaviour are rare. Pupils have responded positively to the school's approach to restorative justice, which is threaded through all aspects of school life. Leaders' actions and support have contributed to significant improvements on the part of pupils who had difficulty in managing their behaviour.
- Pupils report that bullying is rare and dealt with quickly when it does occur. Pupils are confident that staff will help them resolve any issues if they arise. This reflects the views of staff and the vast majority of parents. School records confirm this is the case.
- Staff have worked hard with families of pupils who did not attend regularly. As a result of this work and other strategies, pupils' attendance has improved and is now above

the national average.

### Outcomes for pupils

### Outstanding

- From generally below-average starting points, pupils make very strong progress. In 2018, the proportions of Year 6 pupils reaching at least the expected standard in reading, writing and mathematics were well above the national average. The most able pupils also made very strong progress and an above-average proportion attained the higher standards in reading, writing and mathematics.
- 2018 results for writing showed a fall in the progress made by pupils compared with previous years, although this had no effect on the proportion reaching the expected standard. Inspectors' scrutiny of current pupils' work in writing and the full range of subjects in all classes shows that pupils are making strong and sustained progress. The high quality of pupils' work shows the positive impact of the systematic acquisition of knowledge, which builds on pupils' prior learning effectively.
- Pupils of all abilities make excellent progress in reading. They attain highly at the end of key stage 2. They read and talk to each other and adults confidently about their current books.
- In their writing, Pupils use grammar and punctuation correctly. Their books show that they are making very strong progress in writing from their starting points. The quality of pupils' writing is as high across the curriculum as it is in their English books.
- Pupils who speak English as an additional language make very strong progress. The precise, targeted teaching they receive enables them to use figures of speech such as idioms very confidently. The proportions of pupils who achieve the expected standard and the higher standard in reading, writing and mathematics are well above the national average.
- Disadvantaged pupils make strong progress. This is because teachers have equally high expectations and provide support to address individual pupils' barriers to learning.
- Pupils with SEND have work that is well matched to their needs. Aspirations for achievement are high. As a result, they make rapid progress from their starting points.
- The proportion of pupils reaching the expected standard in the phonics screening check in Year 1 is consistently high, because the teaching of phonics is systematic from Nursery onward. Pupils who are struggling are given the help they need to catch up in Year 2. This is having a substantial impact on the excellent progress pupils make from their starting points.

### Early years provision

### Outstanding

- Children benefit from outstanding provision in the early years. Leadership is strong, and communication is effective; staff know what is expected of them and work well together as a team.
- Children's behaviour is exemplary. They share resources and play cooperatively. They are happy and engaged in their learning, focusing on activities indoors and outdoors

with sustained concentration. When the time comes for children to move from one activity to another, they do so calmly and sensibly.

- The environment is bright and stimulating. Displays in classrooms provide strong support for children's development of reading skills, number and topic work. The outdoor environment is also effectively designed to support learning.
- There is good support for the development of children's writing skills. During focused activities, adults support children well with their pencil grip and letter formation. As a result, when children are playing independently in the writing area, they practise and rehearse the skills they have learned with adults.
- Children collaborate very well, for example to plan and make buildings in the construction area. They listen intently to one another's ideas, asking questions if they need clarification.
- The organisation of the provision focuses on developing children's speaking and listening skills. Staff model language well when supporting pupils in the creative area, asking questions and using language to reinforce children's vocabulary.
- Daily reading ensures that pupils develop a desire for stories. Children also learn the sounds that letters make through effective teaching of phonics. Staff trained as speech and language specialists are well deployed to ensure that any pupils who are behind catch up quickly.
- In previous years, the proportion of children who achieved a good level of development was broadly in line with the national average. In 2018, this figure dropped. Leaders were well aware of this and took rapid action to make improvements. Current evidence of children's learning shows that they are making strong progress.
- Children are kept safe and are well cared for. Safeguarding and welfare requirements are very well met. Children follow the simple rules and routines adults have established, for example when walking to different parts of the school or when getting out and putting away equipment.
- A broad range of strategies ensure that partnerships with parents are very strong. Parents who spoke to inspectors were unanimously positive about the early years provision for their children.



## School details

Unique reference number	100960
Local authority	Tower Hamlets
Inspection number	10088810

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	218
Appropriate authority	The governing body
Chair	Colin Peat
Headteacher	Elizabeth Dickson
Telephone number	0207 488 3050
Website	<a href="http://www.stpetersprimary.org.uk/">www.stpetersprimary.org.uk/</a>
Email address	<a href="mailto:head@st-peters.towerhamlets.sch.uk">head@st-peters.towerhamlets.sch.uk</a>
Date of previous inspection	19 June 2018

## Information about this school

- This school is smaller than the average-sized primary school. As a school with a distinctive Christian ethos, the school was last subject to an inspection under section 48 of the Education Act 2005 in January 2015.
- Pupils are predominantly from minority ethnic backgrounds. A larger-than-average proportion of pupils speak English as an additional language.
- The proportion of pupil with SEND is well above the national average.
- The proportion of pupils supported by the pupil premium is higher than the national average.
- The school has a Nursery class.
- The school runs a breakfast club and a number of after-school clubs.
- The school is a lead school for initial teacher education.

## Information about this inspection

- Inspectors, joined by leaders, visited classrooms to observe teaching and pupils' learning and behaviour. Inspectors also visited assemblies, a breakfast club and the after-school club.
- Meetings were held with the headteacher, senior leaders, teachers, governors, a representative from the diocese and a local authority representative.
- A range of documentation was examined by the lead inspector relating to the school's current performance, self-evaluation and improvement planning, the curriculum, professional development and governance. Inspectors also scrutinised attendance records, safeguarding documentation and school policies.
- A wide selection of pupils' books from all year groups across curriculum subjects was reviewed.
- Pupils' reading was heard, and inspectors spoke with pupils formally, in lessons and around the school.
- Inspectors observed behaviour throughout the school day.
- Parents were spoken to at the beginning of the day, and inspectors took account of the 145 responses to Ofsted's online questionnaire Parent View and 68 free-text comments.
- Inspectors also took into account the 32 responses to the staff survey.

## Inspection team

Rebekah Iiyambo, lead inspector

Ofsted Inspector

Sue Cox

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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