

# Inspection of St Stephen's CofE Primary School

Albyn Road, Deptford, London SE8 4ED

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Inspection dates: 21 and 22 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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Previous inspection grade	Good
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## **What is it like to attend this school?**

Pupils really enjoy coming to this school. They said their school is like a family. All parents and carers who completed the Ofsted Parent View questionnaire would recommend this school. Parents know that their children are well looked after. One parent, summing up the views of many others, said: 'My children love being at school and I can see them thriving.'

Pupils behave well. Through the school's values of kindness, honesty, self-control respect and perseverance, pupils learn to be polite and respectful to one another. They are taught about being kind and not to accept bullying of any kind. If bullying happens, pupils know that they can talk to any adult. Staff act swiftly to deal with any concerns.

Leaders have high expectations of all pupils. Pupils learn a wide range of subjects. Pupils enjoy the opportunities to broaden their knowledge and understanding of these subjects through the activities and events that staff organise. For example, pupils applied some of the ideas they had learned in geography and used these in their outdoor education lessons in the nearby nature reserve.

Pupils take part in experiences designed to develop their interests and talents. Pupils particularly enjoy playing musical instruments in the whole school ensemble and during singing assemblies.

## **What does the school do well and what does it need to do better?**

Leaders have developed a well-planned and interesting curriculum. They have considered what pupils need to learn. All pupils, including those with special educational needs and/or disabilities (SEND), follow a broad curriculum. Staff use their strong subject knowledge to quickly identify and address gaps in pupils' understanding.

Leaders have worked effectively to ensure that the curriculum in each subject is relevant to the pupils and the community. For example, in art and design, pupils develop their understanding of portraiture. Younger pupils experiment with drawing materials and paints, while older pupils refine their ability to shade and use colour. In most subjects, the curriculum enables pupils to deepen their knowledge and apply it with confidence. For instance, pupils were keen to put their artistic knowledge into practice when working with a visiting artist educator as part of the 2022 'We Are Lewisham' event.

In some subjects, leaders have not considered the link between learning in the early years with what pupils will learn in future year groups. In mathematics, for example, leaders are beginning to think about how the curriculum in Nursery and Reception links to Year 1 and beyond. In the early years, children are taught firm foundations in mathematical knowledge. However, leaders are not fully clear about how this is built on as the pupils move into Year 1 and through the school.

In a few subjects, leaders have not thought through as carefully the order in which pupils are taught new content. This sometimes affects how well pupils build their knowledge over time. For example, in geography, pupils were introduced to complex map-reading skills without having a strong understanding of the countries which make up the United Kingdom. This made learning difficult for some pupils.

Leaders have adopted a reading programme that supports pupils to develop their phonics knowledge. Pupils begin to learn the sounds that letters make as soon as they join the Nursery class. As pupils progress into Reception and Year 1, they begin to read and spell words with increasing accuracy. The books pupils read are closely matched to the sounds that they have been learning during their phonics lessons. Staff make sure that pupils' needs are identified and assessed, including those with SEND. Pupils who need extra help or have gaps in their understanding are given additional support.

Pupils enjoy listening to stories that staff read to them. Pupils in Years 5 and 6 are 'Reading Wizards'. They work with younger pupils and help them practise their reading. They are positive role models. Staff provide workshops for parents. For example, parents are provided with guidance about how phonics and reading are taught in school. Staff share helpful ideas about how parents can support their children at home.

Pupils are well behaved. They learn about the school's values in a range of ways. Pupils are also taught about other themes such as bullying and being safe online. Pupils have numerous opportunities to take on responsibility in the school. Some pupils are part of the school council. Other pupils are house captains and sports leaders. Leaders also provide many experiences to enhance pupils' wider development. Pupils take part in sports, such as being part of the cricket and hockey teams. Pupils have visited local universities and worked with national art galleries. Pupils regularly raise money for charities and support the local food bank.

Staff feel well supported by leaders. They feel appreciated and speak highly of the work that leaders and governors do to improve the school. Staff feel that leaders are considerate of their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have a clear understanding of their responsibilities for safeguarding. There are robust systems to record and monitor concerns. Staff receive regular, up-to-date safeguarding training. Leaders ensure that staff are aware of the risks that pupils might face. When necessary, leaders work well with external agencies to ensure that pupils get the support they need.

Pupils are taught about potential dangers in the local area and learn about how to stay safe online. Pupils know who to report their concerns to. They know that they

can use the 'worry boxes' in each classroom. Pupils trust their teachers to deal with these issues sensitively and promptly.

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

### **(Information for the school and appropriate authority)**

- Children's learning in the early years is well planned. However, in some subjects, leaders have not fully considered how this learning is built upon in Year 1 and beyond. Leaders should ensure that what children learn in the early years is sufficiently well considered in different subjects in Year 1 and in future year groups to ensure that pupils' knowledge builds securely over time.
- In a few subjects, leaders have not worked out the order in which pupils need to learn new subject content. This affects how pupils develop their understanding over time in these subjects. Where this is the case, leaders should ensure that teachers are clear about the order in which pupils need to learn important subject content.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	100734
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10226990
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	216
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Philip Ratcliff
<b>Headteacher</b>	Frances Holland
<b>Website</b>	<a href="http://www.ststephensce.co.uk">www.ststephensce.co.uk</a>
<b>Date of previous inspection</b>	21 March 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is a Church of England school. The last section 48 inspection of the school was in March 2018.
- Leaders do not make use of alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and members of staff. The inspectors met with a representative of the local authority and members of the governing body.
- Inspectors did deep dives in these subjects: reading, mathematics, geography, art and design and computing. For each of these subjects, inspectors held discussions with subject leaders, visited lessons, spoke with staff and pupils and

looked at pupils' work. Inspectors also considered pupils' learning in some other subjects.

- Inspectors spoke with pupils and staff about the school's work to keep pupils safe. They considered safeguarding records, documentation and the school's single central record of suitability checks on staff.
- Inspectors spoke with parents informally at the start of the school day. They also considered the responses to Ofsted Parent View, including written responses, responses to the staff survey and responses to the pupil survey.

### **Inspection team**

Adam Vincent, lead inspector

Her Majesty's Inspector

Seamus Gibbons

Ofsted Inspector

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