

# Inspection of Stepney Greencoat Church of England Primary School

Norbiton Road, Limehouse, London E14 7TF

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Inspection dates: 22 and 23 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils at Stepney Greencoat are rightly proud to attend their school. They are keen to explain to visitors the school's long history and they recognise and celebrate the diverse community. Pupils are kept safe and trust staff to help them resolve any difficulties.

The interim leadership team has ensured that pupils' behaviour in the classroom and around the school is calm and focused on learning. Pupils show kindness and respect towards each other. Bullying is very rare. If it does occur, staff manage any incidents quickly and effectively.

Pupils follow an ambitious and well-designed curriculum in most subjects. They work hard and produce work of a good quality because they are expected to do so. The curriculum is enriched through a programme of educational visits to local parks, places of worship, theatres and galleries.

Parents and carers are effusive in their praise for the school. They value the positive working relationships that they have with school leaders and feel well informed about their children's education and welfare.

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

Leaders have designed a curriculum that matches the scope and ambition of what is expected nationally. In most subjects, the important knowledge that pupils need to learn has been identified and logically sequenced. This enables pupils to revisit and embed important ideas and tackle more challenging learning later. For example, in science, younger pupils learn about how light is reflected. This prepares them well for when they go on to learn about refraction. Similarly, in mathematics, children in Reception practise dividing objects into equal parts. This prepares them well when they go on to learn about fractions and ratio. However, in a small number of subjects, the key overarching concepts and building blocks of knowledge have not been as clearly identified. In these instances, pupils do not develop as deep a body of knowledge.

Teachers frequently check that pupils understand what they have learned. This ensures that any gaps in knowledge are identified and corrected swiftly. Pupils with special educational needs and/or disabilities (SEND) are well considered and cared for. Their needs are identified early on, and staff are well trained to support pupils. As a result, teachers make appropriate adaptations to ensure that pupils with SEND access the planned curriculum.

Reading is a priority. Leaders have provided appropriate training to support staff to implement the agreed phonics programme with precision. From early years onwards, pupils have lots of opportunities to practise the sounds that they are learning. As a result, many develop into accurate and confident readers. Those who struggle with

reading are swiftly identified. They receive appropriate support to help them to catch up.

Leaders check frequently on the effectiveness of the approach to early reading. They are quick to address aspects that need strengthening. For example, they are currently focusing on making sure that all pupils build up reading fluency as quickly as possible, including through reading practice with books that are tightly matched to their phonic knowledge.

Pupils behave well. This starts in early years, where children learn how to work well together. They listen, take turns and show kindness and care towards their friends. This continues throughout the school, where pupils show a positive attitude to their learning whether working independently or with others. Leaders work effectively with families to support attendance and punctuality.

Pupils' wider development is well considered. A range of activities is provided with the aim of developing pupils' talents and interests. These include judo, gardening and creative arts. All pupils in Year 5 learn to play a brass instrument. Professional coaches work with pupils to support their mental and physical health through participation in different sports. Pupils are encouraged to contribute to their community by being part of the school council and raising money for local and national charities.

The interim leadership team has quickly evaluated the school's effectiveness and has identified appropriate areas for improvement. Leaders have been swift to address these priorities. Strong partnership working with local schools and advisers from the local authority and diocese is supporting ongoing improvement. Those responsible for governance are knowledgeable. This enables them to work closely with leaders and to hold them to account for securing improvements.

Staff, including those at the start of their careers, feel well supported to develop professionally. They recognise that their workload and well-being are considered by leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

The safeguarding team is well qualified and experienced. Its members have provided appropriate training to ensure that staff recognise any signs of concern and report these swiftly. Pre-employment checks are comprehensive and meet statutory expectations. There are trained staff on site to support pupils' well-being and mental health.

Leaders work well with external agencies to ensure that the right help is secured for pupils and their families. Records are well maintained and allow leaders to monitor cases closely.

The curriculum has been designed to help pupils understand how to stay safe. This includes being aware of the risks when online and using social media.

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

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

- In a small number of subjects, the overarching concepts and important knowledge that pupils need to learn have not been clearly identified and sequenced. This means that pupils learn some ideas in isolation and do not develop a deep body of knowledge in these subjects. Leaders should ensure that the important concepts in each subject are identified, so that pupils are consistently supported to learn and remember more across the curriculum.

## **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.

## **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>	100946
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10241994
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	162
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Angela Hancock
<b>Headteacher</b>	Liz Figueiredo (Acting Headteacher)
<b>Website</b>	<a href="http://www.stepneygreencoat.towerhamlets.sch.uk">www.stepneygreencoat.towerhamlets.sch.uk</a>
<b>Date of previous inspection</b>	12 June 2017, under section 8 of the Education Act 2005

## Information about this school

- The acting headteacher has been in post since June 2022.
- Leaders do not make use of any alternative provision.
- The most recent section 48 inspection for schools of a religious character took place in July 2022.

## Information about this inspection

The inspectors carried out this graded 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 carried out deep dives in early reading, mathematics, science and history. To do this, they met with subject leaders, had discussions with staff and pupils, visited lessons and looked at samples of pupils' work. Inspectors also considered the curriculum in other subjects as part of this inspection.

- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- Inspectors met with senior leaders, a selection of subject leaders, teachers and support staff.
- Inspectors met with governors, including the chair and vice-chair of the governing body. They also met with representatives from the local authority and from the diocese.
- The inspection team reviewed the arrangements for safeguarding by scrutinising records and through discussions with staff and pupils.
- The views of pupils, parents and staff were considered both through discussions and through their responses to Ofsted's online surveys.

### **Inspection team**

Una Buckley, lead inspector

His Majesty's Inspector

Lando Du Plooy

Ofsted Inspector

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