

Inspection of a good school: St Paul with St Luke Church of England Primary School

Leopold Street, Bow, London E3 4LA

Inspection dates:

19–20 November 2019

Outcome

St Paul with St Luke Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud of their school. They enjoy learning and playing with friends. They like to talk to visitors and explain the special roles they have at school. The elected head team members are especially proud to wear a blazer. Classroom ambassadors confidently tell visitors what they are learning.

Pupils' experiences are given a high priority. For example, pupils take advantage of what London has to offer. Pupils appreciate workshops and visits, including to museums. They can relate these experiences to what they learn in their classrooms.

Pupils stay active using the play areas. They like to climb and play ball games. Pupils are encouraged to appreciate nature in the quiet area. Pupils enjoy spotting frogs in the pond or watching birds visit the bird feeders. The eco family group share suggestions on how they can improve their environment.

The Christian ethos and values are part of the school culture. Pupils learn to appreciate these when they are awarded values badges. Behaviour is well managed at this school. When bullying does occur, then staff sort this out well. Pupils know that they can talk to staff if they have concerns. This includes their teacher and 'anti-bullying leaders'.

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

Reading is a priority. Pupils develop a love of literature. Pupils' understanding of their favourite authors is good. They show pleasure when they recall the 'best bits' of their favourite stories. 'Reading picnics' help encourage pupils to read often at home.

In Reception and key stage 1, some children struggle to learn initial sounds. They are given extra support and the majority catch up quickly. Leaders are now working to embed

this good practice into key stage 2 and make sure that all pupils develop the higher order vocabulary and comprehension skills needed.

Storytime is special at St Paul with St Luke's. This begins in Nursery with songs, rhymes and stories. In Year 6, for example, pupils learn high-quality texts and the many plots within them. These pupils listen while sitting on the edge of their seats. They enjoy the stories read to them, including those with suspense and drama.

Pupils' writing is fluent. Teachers select topics that interest pupils' imagination, for example in writing about famous people. Pupils organise their ideas well. Teachers encourage them to do this by discussing their ideas before they write.

Pupils like the new approach to science. They find this exciting. Pupils learn to build on what they have learned. They love to learn about 'fascinating facts and the discoveries you can make'. In early years, children explore what happens when you mix water, vinegar, food dye and glitter. They also build dens and explore the dark with their 'finger torches'. In Year 6, pupils used accurate measuring skills to measure shadows. Pupils use scientific vocabulary accurately.

Pupils enjoy using computers to design posters and create presentations. Pupils can use simple coding programs. However, leaders know that plans in computing need to be developed further. In addition, leaders are currently developing the geography curriculum to enable pupils to further develop their knowledge and skills.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Staff are well trained. They know how to give additional support for pupils if they need it. The curriculum is ambitious but adapted to provide relevant life skills. This includes extra swimming lessons, shopping for groceries and road safety workshops. Every pupil can take part in trips and workshops. This is an inclusive school where pupils accept each other and their differences. Parents and carers agree and say that, 'concern and care is shown for every child'. Leaders promote regular attendance and support families who find this hard.

Leaders and governors are effective. They know the school well. Governors take advice from external advisers. This helps them to hold leaders to account. Staff feel valued and listened to. They describe the school community as a family. Leaders manage staff workload well. Staff value professional development opportunities.

Safeguarding

The arrangements for safeguarding are effective.

Pupils feel safe at this school. Leaders make sure that all staff are well trained and there is a safeguarding culture here. Staff are confident about how to manage concerns. They are vigilant and know their roles in keeping pupils safe. They know the risks in the local area and are aware of wider risks such as extremism. Pupils know how to stay safe online and why this is important. Leaders carry out appropriate safeguarding checks on the suitability of staff to work in the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Reading is a strength in early years and key stage 1. However, leaders know that reading in key stage 2 has not been as strong as they would like. Leaders should ensure that the positive steps to improve the reading curriculum, so that pupils can access high-quality texts and understand a wider range of vocabulary, are embedded.
- Leaders have taken positive steps to improve the planning and assessment procedures of the curriculum in subjects such as science and history. They are in the early stages of developing the computing and the geography curriculum. Leaders should ensure that these curriculum plans are successfully implemented, drawing on the effective practice that is already in place for other subjects.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in April 2016.

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 Ofsted Parent View information 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 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

Unique reference number	100958
Local authority	Tower Hamlets
Inspection number	10121576
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	210
Appropriate authority	The governing body
Chair of governing body	Mr Bob Gilbert
Headteacher	Ms Nicola Horton
Website	www.spsl.towerhamlets.sch.uk/
Date of previous inspection	26–27 April 2016

Information about this school

- St Paul with St Luke is a one-form entry Church of England school.
- The majority of pupils are from ethnic minority backgrounds. Over half the pupils are from 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 that supports pupils who are known to be eligible for free school meals and those looked after by the local authority.
- The percentage of pupils with SEND is well above average.
- Children in early years attend the Nursery and Reception classes.
- The school provides a breakfast club each day.

Information about this inspection

- During the inspection, I held meetings with the headteacher, senior leaders, subject leaders, class teachers and teaching assistants. I also met with four governors

(including the chair of governors), a representative from the local authority and a representative from the London Diocesan Board for Schools.

- I spoke briefly to parents as they dropped their children off at school in the morning or picked them up in the afternoon. I took account of the eight responses to Parent View, the online Ofsted questionnaire, and the six responses from staff. I also reviewed the school's own survey of parental views, which had 50 responses in May 2019.
- The deep dives focused on reading, writing, science and computing. I visited lessons with leaders. I spoke with pupils and looked at their work. I also met with staff to discuss the curriculum and their roles at school.
- I met with school leaders, staff and governors to discuss safeguarding. I reviewed documentation and the single central record.

Inspection team

Paula Craigie, lead inspector

Ofsted Inspector

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