

# Stepney Greencoat Church of England Primary School

Norbiton Road, Limehouse, London, E14 7TF

**Inspection dates** 7–8 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' achievement is good from their starting points. They make excellent progress in reading and good progress in writing and mathematics.
- The quality of teaching is good and very strong in Reception and in Key Stage 1, with exemplary teaching in Year 1.
- In the majority of the lessons, teachers plan activities that meet the needs of learners well. Pupils' books are marked regularly and they are given time to respond to feedback from staff.
- Pupils are well behaved and tolerant of different cultures, and say they feel safe in school.
- The school promotes pupils' spiritual, moral, social and cultural development well.
- The headteacher has a clear vision for the school. She is always investigating ways of improving the provision offered to pupils.
- Senior leaders rigorously check the quality of teaching and ensure that teachers are helping their pupils to make good progress. Consequently, the quality of teaching and pupils' achievement has improved since the previous inspection.
- Members of the governing body are very knowledgeable about the work of the school. They are fully involved with other senior leaders in promoting and monitoring improvements in teaching and pupils' achievement.

### It is not yet an outstanding school because

- Teaching is not as consistently strong in Key Stage 2 as it is in Key Stage 1 because more-able pupils, in particular, are not always given hard enough work.
- There are not always enough opportunities for pupils to apply their basic skills in literacy
- Curriculum and subject leaders are not fully involved in checking and improving the quality of teaching and learning.

and numeracy to creative writing and problem solving, especially in Key Stage 2.

## Information about this inspection

- Inspectors observed 14 lessons, of which five were joint observations with the headteacher. The team also spent time in the Reception class observing the quality of teaching and support that is given to children.
- The team had meetings with the headteacher to discuss the progress that pupils make throughout the school.
- Meetings were also held with the diocesan adviser, the school improvement adviser, and the acting Chair and acting Vice-Chair of the Governing Body.
- Inspectors considered parents’ and carers’ views of the school through discussions and the 47 responses to the online questionnaire (Parent View). There were also discussions with pupils and staff. The team had lunch with the pupils and listened to them read.
- The team examined a number of documents, including the school’s own data on pupils’ current progress, and planning and monitoring documentation. They looked at attendance figures, pupils’ work, the school’s improvement plan and behaviour records.

## Inspection team

Janice Williams, Lead inspector	Additional inspector
Peter Lacey-Hastings	Additional inspector

## Full report

### Information about this school

- This is a smaller than average primary school which serves a diverse inner city community.
- Around half of pupils are known to be eligible for additional support through the pupil premium funding and this is above average.
- Over a half of the pupils are from ethnic backgrounds other than White British and nearly half speak English as an additional language. Pupils from the Bangladeshi community make up around 40% of the school's population.
- The proportion of pupils supported at school action is above the national average.
- The proportion of pupils supported by school action plus or with a statement of special educational needs is well above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not use alternative provision.

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

- Improve the quality of teaching and learning from good to outstanding by ensuring, especially at Key Stage 2, that:
  - all pupils, especially the more able, are fully challenged by the lesson activities provided
  - there are enough opportunities for pupils to explore using a range of sentence structures and punctuation to create more inspiring pieces of writing
  - there are enough opportunities for pupils to explore different solutions in problem-solving activities.
- Strengthen the effectiveness of middle leadership and management by providing more training opportunities for curriculum and subject leaders to use a range of evidence to help improve the quality of teaching.

## Inspection judgements

### The achievement of pupils

### Is good

- Pupils' achievement is good because they make good progress overall, with particularly strong progress in reading, often from low starting points, to reach standards in English and mathematics that are broadly average by the end of Year 6.
- A large proportion of the children arrive in Reception without Nursery experience. Most children enter Reception with skills that are well below expectations for their ages in communication and language skills and personal, social and emotional development. By the end of Year 6, they reach average levels in their attainment.
- They make good progress during their Reception Year because of very good linking of letters and sounds (phonics) sessions, good modelling of activities and the high expectation of teachers and adults.
- Pupils make good progress in Key Stage 1 in reading, writing and mathematics, with excellent progress in Year 1 in particular, due to high-quality teaching. As a result of effective structured sessions in blending and decoding of letter sounds, pupils attain higher than the national average in the Year 1 linking of letters and sounds check.
- By the end of Key Stage 2, pupils develop a wide range of reading skills. Pupils learn to read with a high level of confidence and fluency because of the sustained emphasis on letters and sounds and on the availability of a wide range of texts as they move through the school. Pupils demonstrate their understanding of novels and read regularly. Most enjoy reading at home and have detailed logs of books they have read and evaluated.
- Pupils' progress in writing at Key Stage 2 is not as rapid as in reading because there are not always sufficient opportunities for them to apply their understanding of sentence structure and punctuation to their creative writing.
- Similarly, progress in numeracy is not as rapid because there are not always enough opportunities to enhance their skills in problem solving.
- For some more-able pupils in Key Stage 2, their rate of progress slows because sometimes lesson activities are not challenging enough.
- The school promotes equality of opportunity effectively. Different groups, including those from different ethnic backgrounds such as those from the Bangladeshi community, make similarly good progress. Pupils who speak English as an additional language make good progress because of senior leaders' effective monitoring, good-quality support programmes, and the structured guidance they receive.
- Most pupils who are eligible for extra support from the pupil premium funding, including those eligible for free school meals, make good progress because of the targeted support they receive. As a result, they close the gaps significantly with all pupils nationally and their attainment, as measured by average points scores, is broadly in line with the national average.
- Disabled pupils and those who have special educational needs make good progress in reading, writing and mathematics because of targeted support, where teaching assistants work with small groups and also offer one-to-one support.

### The quality of teaching

### is good

- The quality of teaching is good over time. Occasionally, the teaching in Key Stage 2 is not quite as strong.
- The quality of teaching in Reception is consistently good. The teacher has high expectations and, with the support of other adults, children make rapid progress. There are very effective teaching strategies such as repetition of instruction that is done with great clarity and modelling of actions. As a result, lessons move at a brisk pace; children enjoy the energetic activities and their behaviour is exemplary.

- In Key Stage 1, the quality of teaching is strong because pupils are constantly engaged in activities that meet their learning needs well, and motivated to do their best. Teachers give clear explanations and there are effective teaching strategies that help pupils learn in a structured and sequential manner. Consequently, pupils make good progress. Teaching in Year 1 is typically outstanding because of the teacher's very high expectations and the very well-structured activities that constantly move pupils on in their learning.
- In Key Stage 2, sometimes lessons are planned without enough consideration of pupils' previous knowledge, especially the more-able pupils. Consequently, on occasion, activities are not hard enough, especially for more-able pupils.
- There are sometimes not enough opportunities for pupils to explore different solutions to the problems they are set in mathematics, which limits the progress of the most able in particular.
- Although pupils are given sufficient opportunities for extended writing at Key Stage 2, there is sometimes not enough guidance on techniques in varying sentence structure and punctuation to enhance the writing's creativity.
- In lessons that focus on letters and sounds, teachers' expertise enables pupils to accurately use blending and decoding of sounds to gain meaning from the text. Pupils confidently retell the stories with clarity and understanding. They read regularly at home and can easily identify a strategy that they have used to improve their reading skills.
- Teaching assistants effectively contribute to pupils' learning. They verbally assess pupils' work, and lead small group sessions in lessons while the teacher works with other groups. They also assist the teacher in marking books, using the success criteria identified in planning, and provide pupils with very useful comments to help them improve. As a result, disabled pupils and those who have special educational needs make good progress in lessons and know how to improve their work. Pupils eligible for pupil premium funding make similarly good progress because of the effectiveness of support staff.

### **The behaviour and safety of pupils are good**

- Pupils' behaviour and safety are good in lessons and around the school. They are very polite and the older children enjoy reading to the younger ones and listening to them read.
- At break and lunchtime, pupils responsibly use the play equipment safely, and they behave well when playing running and chasing games.
- Pupils all praise the school for its inclusive atmosphere, and say pupils from different cultures get along well and there are no racist issues. They say there are few incidences of bullying but this is handled well by staff when it does occur, so that pupils remain friends.
- Pupils are aware of different forms of bullying. The school has provided effective training sessions on cyber-bullying and e-safety. Consequently, pupils are aware of strategies to use to keep themselves safe while using the internet. There are other safety programmes in cycling proficiency, discrimination awareness, fire safety training, knife crime awareness and anti-bullying week.
- Pupils display a positive attitude to learning. They eagerly attempt activities and are always willing to learn new concepts and ideas.
- The choir plays an important part in the life of the school, preparing music for Harvest, Christmas, Easter and end-of-year services, in addition to concerts and outside projects. As a result, pupils enjoy singing lessons and singing is celebrated around the school; in 2011 the choir sang for the Queen during her visit to St Katherine's Foundation and they have also made a compact disc of Christmas music.
- Most of the parents and carers interviewed and those who responded to Parent View stated that their child was happy and safe at the school. The majority of the parents and carers who responded to Parent View agree that the school deals effectively with any bullying and a large majority say they receive valuable information about their child's progress.

**The leadership and management are good**

- The headteacher and the deputy headteacher work well together as a team. Together, they rigorously monitor the quality of teaching and provide useful feedback to staff. They also use assessment information effectively to track pupils' progress.
- The governors and headteacher thoroughly monitor the school's priorities as outlined in the school development plan.
- As a result of the strong monitoring carried out by senior leaders, including governors, the quality of teaching and learning and pupils' achievement have improved significantly since the previous inspection.
- Senior leaders constantly look for new ways to improve their practice; they have invested in external support from the Diocese, in training for governors, leadership advice and assistance in monitoring the quality of teaching.
- Governors have a good awareness of the school's strengths and areas for development; teachers are given the opportunity to be reflective and the deputy headteacher models good practice for teachers.
- Coaching, mentoring and training are effectively used by senior leaders to develop staff and, as a result, there is now exemplary teaching in Year 1. However, curriculum and subject leaders are not given enough training opportunities to improve their effectiveness in monitoring the quality of teaching.
- The local authority has worked well with school leaders to validate and moderate their judgement on the quality of teaching in the school. Teachers' performance is monitored thoroughly and no teacher is given a pay rise until there is a continuous trend of pupils making at least good progress.
- The curriculum has many topics and activities to sustain pupils' interest, and pupils' spiritual, moral, social and cultural development is promoted well through a variety of activities. Pupils study different cultures and participate in fundraising events to raise money for charity. The daily assemblies allow pupils to become reflective thinkers and as a result, they all treat each other with respect and pupils are tolerant of other cultures. Pupils also write prayers and there is a strong emphasis on considering the needs of others and on helping others.
- The pupil premium funding is used well to provide small group and one-to-one support, mathematics intervention, subsidies for reading recovery and to employ a speech and language therapist to help with the early identification of communication and language needs.
- **The governance of the school:**
  - Members of the governing body are very knowledgeable about the school's strengths and areas for development. They are well informed about the quality of teaching and learning in the school. The acting Chair of the Governing Body has effectively used assessment information from the school to create an accurate graph of how the school compares to other schools nationally. Governors know that pupils enter the school well below age-related expectations and that by the time they leave they have made good progress. Governors have been actively involved in each cycle of the school's development plan and carefully monitor the progress that pupils make by holding leaders to account for pupils making rapid progress. The local authority is involved in assisting governors in the performance management of the headteacher and governors know that teachers' pay rises are closely related to pupils making accelerated progress. Governors monitor the spending of the pupil premium funding and effectively evaluate its impact upon the areas identified in the school improvement plan. Governors have ensured that all safeguarding requirements are fully met and effective.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	100946
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	400442

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	197
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Gordon Warren
<b>Headteacher</b>	Vivian C Onwubalili
<b>Date of previous school inspection</b>	26 – 27 November 2009
<b>Telephone number</b>	020 7987 3202
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