



St Paul with St Luke Primary School



Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Self-Evaluation Document

January 2016

Name of school: St Paul with St Luke C of E Primary School

URN: 100958

Date of the last Section 48 inspection: 18th January 2011

SCHOOL CONTEXT

- **There are 240 pupils in the school**
 - St. Paul with St. Luke Primary School is an average-sized primary school predominantly serving the wards of Mile End and Bromley By Bow in the East End of London, as well as parts of some other wards.
 - The areas we serve are of significantly above average social and economic disadvantage as evidenced by our very high deprivation indicator of 0.63.
 - The school serves a culturally diverse urban community. Just over half of the pupils are of Bangladeshi heritage and a much higher proportion of pupils than average speak English as an additional language. Around 15% of children are White British.
 - A higher than average proportion of pupils are supported at school action plus or have a statement of special educational needs/ECHP.
 - The proportion of pupils known to be eligible for free school meals is well above average at 54%.
 - Since the last inspection the school has met the floor standards in 2014 but not met the floor standards in 2015 which are the minimum standards expected by the government.
 - At our last inspection in March 2014, the school was judged to require improvement but leadership and management and behaviour and safety were graded good, reflecting the impact of the current leadership in our journey from being placed into special measures in 2010.
 - The HT was appointed in Sept 2012.
 - The school is a Church of England School and is part of the London Diocesan Board of Schools.

THE VISION AND VALUES OF THE SCHOOL

St Paul with St Luke's Vision

The school aims to provide excellent learning and teaching opportunities in all areas of the curriculum so that our pupils achieve their maximum potential and develop into rounded individuals. The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the significance of faith, and promotes Christian values through the experience it offers to all its pupils.

The distinctive Christian nature of the school values are taught through a range of Bible stories and other Christian teaching. Our children are increasingly able to relate the school values to their own lives.

Values

Spiritual and reflective

*'And we know that in all things God works for the good of those who love him'
(Romans 8:28)*

As a school we want to develop the whole child which means their spiritual, moral, social and cultural development. We can do this by:

- providing teaching opportunities to learn about themselves, others and the world around them, including the intangible
- appreciating and taking into account other people's preferences
- enabling children to use their creativity and imagination in their learning
- supporting children to reflect on their experiences



Working together

'The Lord appointed seventy-two others and sent them on ahead of him, two by two'
(Luke 10:1)

SPSL is part of the local community. Together we can do more than we can individually.

We can support each other, share ideas and solve problems by:

- working as a team
- sharing good practice with each other and the local networks/partnerships
- finding ways to involve parents/carers and the wider community
- making positive changes and being innovative



Caring and respectful

'In everything do to others as you would have them do to you: for this is the Law and the Prophets' (Matthew 7:12)

Some of our values are about how we treat each other. You can show you care for others and give people respect by:

- listening actively to what they say
- showing respect for differences and opinions
- being honest
- respecting confidentiality
- taking an active stance against bullying and discrimination



Life long learning

'Make me to know your ways, O Lord; teach me your paths' (Psalm 25:4)

As a school we want to encourage everyone to keep developing and learning. We can show our commitment to this by:

- offering high quality learning experiences in all areas of the curriculum for all pupils
- offering additional support to enable pupils with special needs to reach their potential
- giving consistent messages of high expectations to all in the school community
- enabling and supporting staff in their continued professional development
- sharing facilities with the local community especially parents and carers



Taking responsibility

'So then each one of us will give an account of ourself to God' (Romans 14:12)

We acknowledge our responsibilities and acknowledge the responsibilities of others by:

- being honest
- respecting confidentiality
- including everyone at the earliest stage possible in the decision making process
- subscribing to the school's vision and the part we play in realising that vision
- being excellent role models



Celebrating Individuality

'I knew you before I formed you in your mother's womb' (Jeremiah 1:5)

Inspiring, engaging and motivating our pupils is something we value highly at SPSL.

We do this by:

- giving praise and encouragement when deserved
- using activities that inspire, challenge and extend pupils
- offering an engaging curriculum which enables individuals to develop their unique potential
- developing a willingness to participate in artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities



SUMMARY

The Christian Foundation of the school is well supported and promoted through the close links between the school community, the local community and the Vicar. We also maintain links with the church through our foundation governors. The school community, culturally diverse with different religious groups, supports the Christian distinctiveness of St Paul with St Luke Primary School. This is evident from art projects at the church, attendance and participation of our parents at services in the church and at collective worship in the school.

PROGRESS IN ADDRESSING THE FOCUS FOR DEVELOPMENT IN THE PREVIOUS INSPECTION

Focus for development 1: Raising standards of RE to improve consistency in teaching and learning.

(Relates to core question 1 2 3 4)

Action taken	Impact
<ul style="list-style-type: none"> • Introduced new lesson plans and resources • Clear expectations • Clear and specific learning intentions • Improved marking and feedback including next steps 	<ul style="list-style-type: none"> • Strong provision in RE • Teachers have confident subject knowledge • Consistency of approach in teaching RE • Teaching of Christianity is strong • Learning is RE focused • High level of pupil participation, engagement and response • Strong links with literacy • Balance of AT1 and AT2

Focus for development 2: Involving pupils more effectively and actively in worship. Extending their practice of prayer.

(Relates to core question 1 2 3 4)

Action taken	Impact
<ul style="list-style-type: none"> • Drama and role play in Collective Worship • Talk partners in Collective Worship • Prayer in all assemblies • Learn the Lord’s Prayer • Power points used to provide visual cues as well as artefacts • Music chosen carefully to enhance the theme • Songs/hymns are sung in most assemblies • Pupils light candles for special assemblies • Pupils contribute prayers they have written at home or at school and read them in whole school and class assemblies 	<ul style="list-style-type: none"> • High level of pupil participation and engagement • Pupils talk about religion sensitively, they are confident to express their views, they are increasingly able to make links with their own experiences • Pupils are used to praying and expect a prayer to be said in assemblies and at different times of the day • Pupils join in singing with enjoyment

Focus for development 3: To develop the role of Foundation Governors in monitoring and evaluating the Christian dimension, Collective Worship and Religious Education.

(Relates to core question 1 2 3 4)

Action taken	Impact
<ul style="list-style-type: none"> • Governors’ annual learning walk led by school’s LDBS adviser and headteacher • One of the Foundation Governors is the link Governor for RE and is a member of the church congregation, she makes termly visits to the school and observes teaching and collective worship 	<ul style="list-style-type: none"> • Foundation Governors inform the Governing Body about the quality of teaching and learning at GB meetings and in their reports to Governors. • The Governing Body is more able to talk about the standards in the school in RE, and is aware of the areas for development in RE and Collective Worship.

CORE QUESTION: How well does the school, through its distinctive Christian character, meet the needs of all learners?

SCHOOL SELF EVALUATION: Good

School evidence based on pupil outcomes:

Comment on:

- **Learners' Achievement**
- **Christian Values**
- **Spiritual, moral, social and cultural development**
- **Relationships**
- **Understanding of and respect for diverse communities**
- **Religious Education**

Reasons for the grade (impact and provision)

Our children begin their schooling with us with levels of attainment which are significantly below age related expectations and end Reception having made good progress towards levels of development which are in line with those expected of their age.

KS1

- Level 2+ attainment has been over 80% in all measures over three years and in almost all cases, the few children who do not reach at least this level are those with a high level of SEND needs or children who have joined the school later in the Key Stage and have little or no English language skills. Therefore, that we ensure that we are at least broadly in line with national averages over time in this measure is evidence towards our children's good outcomes.
- Further evidence is apparent in level 2b+ attainment which has risen to be in line with national averages in maths in both 2014 and currently. Reading and writing both rose in 2014 to be in line with national averages but both are close to, but below the national average currently. We continue to further improve attainment at this level through measures put in place to improve teaching and learning. However, when statemented children and mobility are taken into account in 2015, the proportion of children reaching this level is actually in line with national averages, as is writing. This suggests that the children with us for the whole of the key stage and who have the potential to reach age related expectations have made at least good progress in catching up with age related expectations and are in fact in line with national averages. Given our children's starting points therefore we judge that they have made at least good progress overall and reach levels that ensure they are well prepared for the challenges of KS2.
- Our more able children also make at least good progress and achieve well. As almost all of our children start with levels of development that are lower than expected, the fact that we are at least in line with national averages in the last two years, with three year rising trends in all subjects overall, would suggest that we provide a consistent level of challenge for our more able so that they are fulfilling their potential.
- Level 3+ attainment was cited as a reason that achievement in KS1 wasn't graded as good in our 2014 inspection as results over time were well below average, although they were rising. 2014 and 2015 results show that this upward trend continued and that level 3+ attainment in all subjects is now at least broadly in line with national averages in all subjects and in maths and writing it is above. We therefore consider that this is further evidence towards our judgement of good outcomes by the end of KS1.

- We therefore consider our children's outcomes up to the end of KS1 are good because our children make clear value added gains from well below age related expectations on entry to, on average, exceeding age related expectations in most APS scores and coming into line with national averages in many measures over the last three years. We have been increasingly successful in raising higher level attainment and almost all measures of attainment and progress are higher than they were at our last inspection. Children acquire the skills necessary to be successful in KS2 in all areas of the curriculum.

KS2

- Since the last inspection the school met the floor standards in 2014 which are the minimum standards expected by the government. In 2015 however, almost all standards are below floor at the end of KS2. We recognise the importance of this and the impression that this gives of our school. We would make it clear that the outcomes for our Year 6 pupils in 2015 appear to be a significant setback and would suggest that the school has not shown further improvement since our last inspection.
- This is not the case for the rest of our school. The Common Inspection Framework is clear that judgements must be made of the school as it is now and we can show that by the end of EYFS and KS1, our children are catching up with age related expectations and that our current Y6 are on track to reach over 80% at ARE in reading, writing and maths. Attainment in all current year groups in KS2 is approaching ARE or above and progress is almost all in line with expectations or better, suggesting good progress is taking place in most year groups with none currently inadequate.
- The reasons that our 2015 Year 6 do not reflect this strength are complex but go back as far as reception when this group were being taught poorly. To compound this we then took in a bulge class of children from around the borough, some of whom were new to the country, and a number of children with managed moves from other schools with complex needs. Over time there has been high mobility in the class with some children moving back to catchment area schools but further children on managed moves taking their place. Therefore, after a poor start to their early education, our original children were joined by a group of children who had either no prior experience of schooling, had missed a lot of school, or had exceptionally low starting points and very high levels of needs.
- This year group have therefore taken up a huge amount of resource and in terms of their day to day work they were actually making good progress in catching up, particularly in Year 6. We have much evidence of this in their books a selection of which we have kept to be scrutinised. Unfortunately, when in a test situation, a critical amount of children with high levels of needs found it very difficult to cope and did not do justice to their ability. In writing, which was teacher assessed from evidence over time, it can be seen how well these children had progressed and we have again kept a selection of their moderated work for scrutiny.
- Therefore, although we recognise the impact of the results and it would be difficult to claim overall outcomes to be good, we will prove during external evaluation that we have good capacity to improve as a school and have moved all current year groups on well since the last inspection, as evidenced through the current progress and attainment of all classes.
- The HT was appointed in Sept 2012 but was absent for much of the 2014/5 academic year and returned from long term sick leave after undergoing chemotherapy. During this period

the DHT was acting HT and an AHT acting Deputy and although they performed admirably, we recognised that senior leadership was seriously stretched. We have two new teachers to the school in September 2015, of which one is an NQT. There have been significant changes to the governing body and a new experienced chair appointed in December 2015 (he was the chair of governors for four years at another local C of E primary school). The new governors have a wide skill set that will be important in continuing to move our school forward.

- Therefore, last year was an enormous challenge and now that we are back to full capacity, with exciting new appointments that we are confident will further strengthen our staffing, we are already moving forward at pace. However, because of the difficulties of last year and our vulnerability from our Year 6 performance information, we have been proactive in utilising support to help ensure we have an open and challenging culture of accountability. To this end, an accountability group has been established in the school comprising of the Local Authority adviser, LDBS adviser and two headteachers of good/outstanding C of E primary schools in tower Hamlets.

Teaching and learning in Religious Education

This is an improving picture across the school as evidenced by regular lesson observations, book scrutinies and the quality assurance given by advisers from the LDBS and Foundation Governors when they visit. The majority of teaching is good and there is no inadequate teaching.

Religious Education and Collective Worship make a good contribution to the Christian values of the school and to the learners' spiritual, moral, social and cultural development. Pupils are able to talk about the life and character of Jesus with increasing confidence. Two thirds of the RE taught is about Christianity and teachers are confident to teach this even though they may not be practising Christians themselves. In the autumn term the weekly class assemblies for parents are about the school values and how they relate to children's lives.

There is a strong desire to bring the teaching of RE to life in lessons through using teaching strategies that actively involve the pupils for example; talk partners, role play/drama, research using laptops/ipads, art, design and music. This is a strength of teaching in all subjects at the school. Relationships between adults and children are very positive so that pupils feel able to ask questions about Jesus and God and talk about their own experiences of God in front of others.

The high standard of marking and feedback enables pupils to develop their AT2 skills as they respond to the questions teachers ask them. Pupils enjoy RE lessons. Teachers assess pupils in RE each term using assessment ladders and cross referencing this to the standard of children's work in literacy. Teachers' judgements are moderated by the RE Coordinator for accuracy.

Key Strengths

- Learning environment clearly shows that this is a Church School and the centrality of Christianity in classrooms and around the school
- School Values, SMSC, British Values displays
- The consistency of approach in teaching impacts on the distinctive Christian character of the school
- A cohesive ethos based on our school vision and values
- Children are proud of their school. They are confident and friendly and show in their daily lives and relationships care and respect for each other and the wider world

- Religious Education has a high profile and learning activities are differentiated to meet the needs of different groups of learners
- Strong personal, spiritual, social, moral and cultural development underpins pupils' good behaviour (SMSC Booklet)
- Pupil Leadership (school council and Y6 leadership team)
- We have a creative curriculum which is reviewed annually and supports many cross-curricular links
- The high quality pastoral care for all - children have the confidence to approach the staff with their needs or issues, (Place2Be was established in May 2015)
- Pupils feel safe at school (Ofsted 2014 and pupil questionnaires)
- There are few incidents of bullying and when there are they are dealt with quickly

Development points

- Select particular Bible stories to underpin each of the school values in order to root them in Christian distinctiveness
- Embed teacher assessment to inform and relate to national expectations
- Adopt the LDBS scheme of work when it is published
- Bible in a Year project (spring and summer terms 2016)
- Establish a prayer week

CORE QUESTION: What is the impact of collective worship on the school community?

SCHOOL SELF EVALUATION: Good

School evidence based on pupil outcomes:

Comment on:

- **The central attributes of collective worship**
- **The theological basis of collective worship**
- **The key elements of an act of worship**
- **The leadership and management of worship**
- **The centrality of prayer**

Reasons for the grade (impact and provision)

Collective Worship happens every day and has an introduction, pupil participation, a story, a song or a hymn, a time for reflection and a prayer. The Lord's Prayer is said in at least one assembly each week. We have improved our planning of themes of worship and aligned these with the church calendar.

Special services are held in St Paul's Church Bow Common for Harvest, Christmas, Easter and when Year 6 leave the school in the summer term. The children and staff make large banners to show the main events that are being celebrated at these key events; these are hung in the church and then returned to the school for hanging in the school hall. Our Year 6 pupils participate in an end of year Year 6 Deanery service in a local church. This is a good opportunity for pupils to meet other pupils who will be attending the same secondary schools as them and also to perform for each other.

The Vicar leads Collective Worship once a month at the school. The Bishop of Stepney has led Collective Worship in the school at special times for example; the 40th anniversary of the school building, Father Duncan's retirement in October 2013, Palm Sunday, and other events in the church calendar. The pupils enjoy going to the Church for Collective Worship.

The school values are regularly illustrated by linking them to Christian values through Bible stories, explaining them through other kinds of stories and events, acting them out in role play, and talking about what they mean in Collective Worship. Weekly class assemblies for parents are a celebration of children's work in class and a showcase for their learning. They are very well attended by parents and feedback is always positive. Every class leads a class assembly about one of our school values in the autumn term, each illustrating how these values relate to Christian values. The art project in the autumn term 2015 with Bow Arts resulted in displays which enabled the children to express the school values through creativity.

The school values are displayed at the top of the weekly school newsletter and on the website. British values are illustrated, explained and celebrated in Collective Worship e.g. VE Day, Saint George's day, the Queen's birthday. We link our school values with British values when appropriate. Our assemblies assist children of all faiths to consider moral behaviour and making good choices based on British values.

The values were made into mosaic designs by an artist working with children in Year 2 and Year 3 in the summer term 2013. These are now in our Values Garden in the playground. The Values Garden was opened by the last Vicar at the summer fair. Photographs of our pupils displaying the

values are in the entrance to the school. Stickers for each of the values are collected by the pupils when they are nominated by their teacher or class mates. When a pupil has collected six stickers for a particular value, they receive a badge for that value. Children across the school are very excited by this and can talk about the values with understanding and often from personal experience.

When the last vicar, retired at the end of October 2013, children wrote prayers for a special book for him. The quality of the prayers was strong and it was evidence of the spiritual impact of their relationship with Father Duncan and the expectations of their teachers about the quality of their work in RE. Children sometimes write prayers at home and these are published in the school Prayer Book and the children read them in assembly. We encourage pupils to write prayers and to show them to us.

We have high expectations of entering and leaving the hall, contribution and participation.

The Governing Body meetings open and end with a prayer.

Key Strengths

- The school values are linked to Bible stories in Collective Worship
- The values stickers and values badges system
- Pupils enjoy Collective Worship and there is an emphasis on visual cues, role play and talk partners.
- British values are explored in Collective Worship
- Important and special time of the day

Development points

- Ensure that the Trinitarian nature of God is taught
- Prayers at different times of the day to be said consistently across the school
- Link more systematically the themes of Collective Worship and our school values

CORE QUESTION: How effective is Religious Education?

SCHOOL SELF EVALUATION: Good

School evidence based on pupil outcomes:

Comment on:

- **Progress and standards based upon the school's performance data**
- **Quality of teaching and learning**
- **Quality of the curriculum**
- **Effectiveness of leadership and management in RE**

Reasons for the grade (impact and provision)

RE is taught weekly with a good balance of AT1 and AT2 skills in most lessons. Lessons are at least good and there are no inadequate lessons seen in learning walks. The work in children's books is a strong picture across the school. Quality marking and feedback move children on in their learning about RE and there is a growing meaningful dialogue between teachers and pupils in the written feedback. There is a consistency of approach to planning for differentiation, teaching strategies and marking and feedback across the school. Children across the school are increasingly able to talk about Jesus and the Bible stories that they know and relate this to their own lives and to the school values.

In Year 2 currently at the end of the autumn term, 72% of pupils are at expected of whom 25% are above and 28% below expectations. In Year 6 currently, 75% are at expected, of whom 25% are above and 25% are below expectations.

The RE action plan addresses the actions from the previous denominational inspection and the feedback from LDBS RE adviser visits to the school.

Key Strengths

- Quality of children's work in books
- No withdrawals from RE
- Lesson observations show that teaching is good
- Teaching of Christianity and provision
- Planning
- Pupil engagement, participation and enjoyment of lessons
- Children able to talk about Jesus and his life
- Clear learning intentions and success criteria in lessons and in books
- Marking and next steps
- Differentiation and pitch
- Presentation in children's books
- Teachers' subject knowledge and confidence

Development Points

- Introduce LDBS scheme once published
- Introduce the Bible Stories in a Year Project spring term 2016
- Embed further the use of I Can Statements and AT2
- Teach children about Baptism, Confirmation and Holy Communion

CORE QUESTION: How effective are the leadership and management of the school as a church school?

SCHOOL SELF EVALUATION: Good

School evidence based on pupil outcomes:

Comment on:

- **Christian vision**
- **Evaluation and strategic planning**
- **Future leadership of church schools**
- **Partnership with key stakeholders**

Reasons for the grade (impact and provision)

The relationship between the leadership team and the last Vicar was good. A room in the school has been named the 'Father Duncan Ross Room'. It was opened by the Bishop of Stepney in September 2013. There is a large photo of the Vicar on the wall and a passage from the Bible chosen by him, to remind us of him and his message about Jesus. There was an Interregnum (October 2013-2014) during which time this relationship was effectively maintained by the headteacher and the Foundation Governors. The headteacher attends a Sunday service at the church at least once a term. The headteacher gave a talk to the congregation and the Sunday School, about her vision for the school as a Church school in March 2014 which took place during the sermon part of the Sunday service.

The headteacher meets regularly with the new vicar, Mother Bernadette Heggarty, to discuss school and church joint activities. Mother Bernadette's involvement is increasing in the school as she attends parents' coffee mornings once a month, accompanies classes on educational visits to St Paul's Cathedral and to the local mosque as well as showing classes around the church and taking part in RE lessons. She attends school events for example the Christmas and Summer Fairs the cultural afternoon.

The school values are on the Church website as well as some photos of children involved in an art activity. In Autumn term 2015 Year 6 children worked with a member of staff to produce a large art work which decorates the scaffolding (which is erected in the church whilst the tower is being repaired). The vicar presented the Head Boy and Head Girl with a donation to the school and they will decide what to spend it on. The Church Sunday school parents and children produced a beautiful altar cloth with different attachments for each season of the church calendar as well as for other important events such as Remembrance Day.

The headteacher is the RE subject leader and attends RE subject leader meetings at the LDBS. She conducts a termly book scrutiny and once a year this is with the RE Coordinator from another local church school (St Peter's London Docks). There are strong links with the LDBS. The LDBS Adviser for the school leads the annual Governors' learning walk and attends the LA termly monitoring visits of the school. Jayne Pavlou (LDBS RE Adviser), was on the panel for the appointment of the deputy headteacher.

We are benefitting from our Tower Hamlets Deanery School Partnership: the RE Coordinator at St Peters' Primary School London Docks has led a staff meeting about assessment in RE and about teaching a balance of AT1 and AT2. The headteacher (RE Co) visited St Peters' to see outstanding practice and provision and also took part in a mock SIAMS at St Matthias Primary School in June 2015. The senior leadership team attend the annual Deanery conference along with the SLTs from

the other church schools in the Deanery Partnership. We share good practice openly. The headteacher of St Matthias is our Leadership Partner who along with the headteacher at St Paul's and the LDBS adviser, form our Accountability Group. The feedback from the monitoring activities that we have undertaken together in the autumn term, has supported the school to improve quickly and also provided quality assurance that the school is taking the right actions to improve the quality of teaching and learning.

A coaching model was introduced in September 2015 to improve the quality of teaching rapidly. This is having the desired effect as noted by the Accountability Group feedback, (see Accountability Team autumn term report). The SLT are the coaches and are in lessons teaching, modelling, monitoring, supporting children, every morning and in the afternoons they coach teachers in their PPA time,(see coaching model and autumn term report).

Key Strengths

- Strong lead given to RE by headteacher and the impact of this on teaching and learning
- Strong SLT
- Focus on leadership - Accountability Group
- Opportunities for personalised CPD for teachers and teaching assistants through coaching and mentoring
- Lesson observations show that teaching is good
- Increasing involvement of the Governors in the monitoring of the school as a Church School and the impact that this has had on the school community as a Christian community
- The Church School SEF is now on the termly Governing Body agenda for discussion and the Foundation Governors have started to contribute to it
- Quality of children's work in books
- Teaching of Christianity
- No withdrawals from RE

Development Points

- Ensure staff know the SEF and contribute to it
- Our school values to be at the centre of the school development plan
- Holistic education – more focus on developing the whole child including the spiritual dimension of a human being
- Ensure that all teachers are skilled at questioning that elicits higher order thinking and reasoning and supports high achievers