



Stepney Primary School

Inspection report

**Better
education
and care**

Unique Reference Number 117716
 Local Authority Kingston-upon-Hull
 Inspection number 290908
 Inspection dates 22 February 2007
 Reporting inspector Mrs Rosemary Rodger

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

Type of School	Primary	School address	Beverley Road
School category	Community		Hull
Age range of pupils	3-11		HU5 1JJ
Gender of pupils	Mixed	Telephone number	01482 343690
Number on roll	230	Fax number	01482 348681
Appropriate authority	The governing body	Chair of governors	Mrs Vanessa Rowe
Date of previous school inspection	June 2001	Headteacher	Mr Paul Browning

Age group 3-11	Inspection date(s) 22 February 2007	Inspection no. 290908
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This small primary school is situated close to the city centre in an area that experiences high levels of disadvantage. Pupil mobility is high and the proportion of pupils eligible for a free school meal is well above average. Approximately one third of the pupils have English as an additional language and the proportion of pupils with learning difficulties and disabilities is above average. The headteacher has been in post for just over two terms; he was previously the deputy headteacher. A newly appointed deputy headteacher joined the school at the beginning of term. The school has recently been awarded a third accreditation for the Basic Skills Quality Mark and an 'excellent assessment' award for its assessment procedures by the local authority. A breakfast club is provided every morning and there are out of school clubs for all year groups daily after school.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This school very effectively lives up to its motto: 'A small school with great expectations'. Pupils succeed against the odds due to outstanding teaching and learning characterised by very high expectations, excellent attitudes and superb teamwork. In this outstandingly effective school, pupils' achievement is excellent. When children start school, their attainment is very low. They make good progress throughout the Foundation Stage and Key Stage 1. This good progress accelerates in Key Stage 2 and is outstanding in Years 5 and 6. As a result, standards in the national tests for the past two years have been above average and the pupils' rate of progress was in the top 5% of schools nationally in 2006.

The headteacher is continuing to drive the school forward. His high expectations are well reflected in the modest judgements in the school self-evaluation for teaching and learning, curriculum, care, guidance and support and leadership and management. Self-evaluation is accurate and insightful, reflecting rigorous monitoring and required changes to the curriculum. Actions taken by the school are extremely well targeted, especially in the past term, resulting in an outstanding impact in bringing about sustained school improvement.

Teachers say that every child matters, which is totally reflected in the support and progress made by all pupils, but particularly the high number of vulnerable children. The quality of teaching is outstanding because lessons are well planned and take account of what pupils are expected to learn. Teachers are talented and very knowledgeable because of the excellent opportunities they take to attend training in and out of school. The exciting and innovative curriculum means that pupils enjoy learning and are well prepared for later life because of the high priority given to basic literacy, numeracy and information and communication technology skills. The presentation of work in some classes is not good enough. Care, guidance and support for the pupils are outstanding and well demonstrated in the rigorous assessment procedures and attention to health and safety. Arrangements to safeguard pupils meet government requirements.

Excellent progress has been made since the last inspection in raising standards and under the strong leadership team the school has an excellent capacity to improve.

What the school should do to improve further

- Improve the presentation of pupils' work in Key Stage 2.

Achievement and standards

Grade: 1

Achievement is outstanding and standards are above average. Achievement as pupils go through school accelerates towards the end of Key Stage 2, resulting in above average standards in English, mathematics and science in national tests for the past two years. This represents excellent progress based on the very low attainment of the children when they start school in the Nursery. Widespread delay in the early development of children's speech and language is tackled by purposeful and very successful intervention and support by well trained support staff. Additionally, the effective induction for the high number of pupils joining the school, frequently from other European countries and Africa, means they too make exceptionally good progress. Leadership has skilfully managed staffing levels to enable a high ratio of teachers to pupils, especially in Year 6, which provides well targeted learning for small groups of pupils. Along with excellent teaching, this is fantastically effective in raising standards. Pupils with learning difficulties and disabilities and those learning English as an additional language also benefit from a wide range of additional class-based support. All of this contributes to the excellent progress all pupils make. Standards in Key Stage 1 are below average, but the rigorous assessment data show that here, too, pupils make good progress based on their starting points.

Personal development and well-being

Grade: 1

The personal development and well-being of pupils are outstanding in every respect. Pupils feel safe and very well cared for; they treasure their teachers, comparing their support and kindness to that of their own families. Pupils value someone to talk to if they have worries because they know that the teachers will read their concerns expressed in the 'worry box'. Pupils take responsibility for each other and take excellent account of the views of others when making decisions in the school council. Weekly newsletters provide further opportunities for pupils or parents to express their opinions.

Pupils know about eating healthily. They enjoy healthy, nutritious dinners and really appreciate the salad bar. Daily access to a separate playground for 'huff and puff' activities contributes to developing an understanding of keeping fit. A sign in the playground, 'This is a clean air school' helps to raise awareness of healthy lifestyles to parents too. Behaviour is first rate. Pupils have outstanding attitudes to learning in most classes. Pupils have no fear of bullying or racism because they say that rare incidents are dealt with immediately. The spiritual, moral, social and cultural development of pupils is equally outstanding because of the high priority given to fostering a strong sense of community, and the concern and compassion shown by pupils to each other and to their teachers.

Pupils develop excellent awareness of wider issues in the school community through the recycling schemes and litter collection. Older pupils take responsibility for road safety and develop links with local shops and industry, all of which contributes well to their economic well-being. Younger children in the Foundation Stage too, learn about the local area in their role play and through visits. Personal, social and emotional development are good.

Despite the best efforts of the attendance officer and the introduction of prestigious rewards for full attendance, a small number of pupils are persistently absent. This means that attendance, though improving and broadly satisfactory, is let down overall.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding. Exemplary planning is prudently annotated to identify the next steps in pupils' learning. All pupils have an exceptionally good grasp of 'WALT' (what are we learning today) and 'WILF' (what am I looking for). Pupils take responsibility for their own learning by evaluating their work in pairs and whole class groups. Expectations are high and pupils are very well challenged. Daily homework for older pupils makes further contributions to their outstanding learning. Pupils work very productively because not a moment is wasted throughout each day. Displays provide a wealth of information to support and extend learning, especially in literacy, which has been a recent priority. Encouragement to become involved in their own learning is a continuous priority that is well realised in practice. Most work is carefully marked and pupils know what to do to improve, but expectations regarding presentation are too low in some classes. Work is individually matched to the wide range of needs in each class. All pupils are equally well supported, especially those with English as an additional language, by well skilled teaching assistants. Teaching in the Foundation Stage is good because of the high priority given to developing independence and the purposeful intervention by adults.

Curriculum and other activities

Grade: 1

The curriculum is very effectively enriched and adapted to provide maximum enjoyment for all pupils without distracting from a high priority to developing basic skills of literacy, numeracy and information and communication technology (ICT). The animation project with a Network Learning Community and the various themed days for pupils, such as the Tudor day are all excellent examples. Enrichment through visits, visitors and residential visits for Years 5 and 6 are strong features. Pupils enjoy school and say their teachers often

make learning fun. They particularly value the study club for homework, held at lunchtimes and after school, and the chance to learn to speak French.

Care, guidance and support

Grade: 1

The care, guidance and support of the pupils are outstanding. Induction of new pupils is given a high priority and they settle quickly into school routines. Those new to learning English as an additional language make rapid progress. The support for pupils with learning difficulties is exemplary because of the effectiveness of the co-ordinator and the innovative ways in which those pupils have access to the same modified learning as their peers. Child protection systems are well established, with several members of staff trained and all others being familiar with the procedures. Assessment procedures are exemplary. Detailed records track the progress of individual pupils term by term and show at a glance the impact of intervention and outstanding teaching.

Leadership and management

Grade: 1

Leadership and management are outstanding at all levels. The particular expertise of the deputy headteacher and the end of Key Stage 2 'advanced skills' teacher is having a substantial impact on setting high expectations for all teaching and providing a valuable school-based source of training and coaching. The headteacher leads his team sensitively and with encouragement. Raising achievement and achieving excellence in teaching and learning are at the heart of all decisions and actions taken. A high priority is given to staff development. Monitoring of teaching by the senior leadership team is very thorough and rigorously triangulated by checks of planning, pupils' work and discussions with pupils. A key priority has been to engage pupils purposefully in learning and to develop the basic skills of the high number of pupils who are new to learning English and those pupils who join at times other than the usual admission points. Coaching by the recently appointed deputy headteacher and 'advanced skills' teacher has contributed well to achieving consistency in planning and raising the quality of teaching. Links with external expertise provides additional impetus to innovate and implement changes to the benefit of all pupils. The positive actions to achieve total inclusion are having a tremendous impact on the confidence and achievement of all the vulnerable pupils. The school is a haven for vulnerable pupils. Governors have achieved much success in achieving best value in the quality of staff appointed over the years. The school provides excellent value for money. The school's capacity to improve is second to none because of the high quality leadership and the professionalism of the staff.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness and efficiency of boarding provision	N/A
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



Stepney Primary School
Beverley Road
Hull
HU5 1JJ

22 February 2007

Dear Pupils

Thank you for making my day in school so enjoyable. It is my great pleasure to be able to write and tell you what an outstanding school you go to. Do you know that your school is the 27th best school in England for the progress you make? I have listed below all the things I liked about your school and the one area that needs to be improved.

This is what was good about your school

- You are hardworking and keen to do well in school.
- You achieve brilliant results in your tests at the end of the year.
- Your teachers and headteacher work very hard to help you all achieve as well as you are capable.
- You enjoy all the exciting events that take place in school.
- Older pupils really enjoyed the animation project (sorry I missed the demonstration, but I enjoyed looking at the display).
- You feel safe, are very well cared for and your teachers know how well each of you is achieving.

This is what could be improved

- The presentation of your work in some Key Stage 2 classes should be better.

You can help by always using your ruler and taking care when crossing out your work.

Best wishes

Rosemary Rodger

Lead inspector