

# Stepney Primary School

## Inspection report

---

<b>Unique Reference Number</b>	117716
<b>Local authority</b>	Kingston-upon-Hull
<b>Inspection number</b>	339061
<b>Inspection dates</b>	13–14 January 2010
<b>Reporting inspector</b>	Mrs Rajinder Harrison

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>	Community School
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Lee Morfitt
<b>Headteacher</b>	Mr Paul Browning
<b>Date of previous school inspection</b>	February 2007
<b>School address</b>	Beverley Road Hull HU5 1JJ
<b>Telephone number</b>	01482 343690
<b>Fax number</b>	01482 348681
<b>Email address</b>	admin@stepney.hull.sch.uk

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0845 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St. Ann's Square  
Manchester M2 7LA

T: 0845 404045  
Textphone: 0161 618 8524  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## Introduction

This inspection was carried out by two additional inspectors. Around 66% of inspectors' time in the school was spent looking at pupils' learning. The inspectors visited 18 lessons or part lessons and observed 13 teachers. They held meetings with governors, staff, pupils and parents. They observed the school's work, and looked at a range of documents, including school policies, the development plan, monitoring records, analyses of pupils' attainment and progress and reports from visits by the local authority. Inspectors analysed 25 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress of pupils who speak little or no English when they enter the school
- progress and attainment in all classes, particularly in English
- the quality of provision for pupils who join the school part way through their primary education
- the effectiveness of leadership and management, particularly in monitoring pupils' achievement and raising standards
- how effectively the school promotes equality of opportunity and community cohesion.

## Information about the school

This is an average-sized primary school. Just under half of the pupils are of White British heritage. The remaining pupils come from many other countries. The vast majority of these pupils are from Eastern European backgrounds, but a significant proportion originates from Africa and Asia. A very high proportion of these pupils are learning to speak English as an additional language. The school has an above average proportion of pupils who have special educational needs and/or disabilities. A high proportion of pupils of all backgrounds have free school meals. A high number of pupils join the school at different stages of their primary education and a few of those who join, particularly in Key Stage 2, have had little or no previous schooling.

The school holds a number of awards including a Healthy Schools award, Basic Skills Quality Mark, Eco-Schools Award and an International Schools award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Parents and carers speak highly of the school. Inspectors agree this is a good school that serves its community well. Pupils come from diverse social, cultural and racial backgrounds and integrate well because the school promotes harmonious relations. Pupils speak favourably about how the school helps them 'fit in' and learn. As one pupil said, 'I like it here because everybody helps you.' Pupils' good attendance and achievement show that they enjoy school and value learning. While the standards pupils attain at the end of Year 6 are below average, their positive attributes ensure that they are prepared for the next stage of their education satisfactorily.

Children start in the Nursery with knowledge and skills that are very low for their age. A significant number speak no English. Good teaching and careful individual support ensure pupils achieve well. At the end of the Reception Year, while standards are well below average, especially in literacy, progress is good. In Years 1 to 6, careful assessment and planning enable pupils to maintain good progress. Pupils who join part-way through Key Stage 2 have equally good support and achieve well against their starting points. Well-considered interventions to support pupils who have special educational needs and/or disabilities ensure they achieve well. Pupils who start with little or no English in Key Stage 1 or earlier, make very good gains and attain broadly average levels in all subjects. Those who join later do not have enough time to develop the literacy skills and vocabulary required to attain at this level in all subjects. Current Year 6 pupils are working at broadly average levels in mathematics and science and well below average levels in English.

Lessons are lively and interesting and pupils work hard. Teachers understand pupils' differing needs well and generally plan lessons to suit. They do not always make enough use of pupils' previous learning to support new work. Pupils know their individual targets and what they have to do improve. Occasionally, the higher ability pupils are not challenged enough. Most teaching assistants provide good support but a few do not have the skills required to guide pupils effectively. The curriculum, with good enrichment activities is well organised. It promotes community cohesion well by celebrating pupils' cultures and encouraging them to be proud of their heritage by making links around the globe. Good links with the local community enable pupils to feel secure within the area in which they live. Their understanding of the diverse communities further afield in Britain is very limited.

School leaders identify and address development priorities well. The school accommodates the changing nature of its community, and the challenges this presents, well. Self-evaluation is accurate. For example, an increased use of well-tailored programmes for pupils who join Key Stage 2 with little or no English ensures they achieve well. Procedures to keep pupils safe are secure. Governors, while supportive, are not involved enough in leading developments or holding staff to account regarding pupil progress. Value for money is good because pupils achieve well personally and academically. In light of the school's numerous strengths, leaders and managers demonstrate good capacity to improve the school further.

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

- Raise standards in all subjects, but particularly in English by:
  - giving pupils more opportunities to talk, acquire vocabulary and to write
  - helping pupils recall previous learning when tackling new work
  - raising expectations of all pupils, especially the more able.
  
- Ensure teaching assistants:
  - have the knowledge and skills they need to support pupils effectively
  - are involved in the planning and preparation of lessons in which they help
  - carry out their roles effectively in whole class sessions and in small group work.
  
- Provide more opportunities for pupils to learn about, explore and understand the diverse communities in Great Britain.

### **Outcomes for individuals and groups of pupils**

2
---

Pupils achieve well because they enjoy learning and want to succeed. They listen attentively and settle to tasks promptly. A few are a little passive during question and answer sessions but join in when prompted. When set thought-provoking tasks, for example, considering whether aliens may have landed on earth, lively discussions generate genuine curiosity as pupils explore the evidence. Such lessons generate enthusiasm because teachers allow pupils time to develop their ideas and research independently. Occasionally, pupils new to English struggle to express ideas because they do not have the relevant vocabulary. More confident bilingual pupils are quick to help classmates by translating where possible. The well-below average levels in English impact on pupils' attainment in science at the higher levels, as this relies on pupils having good comprehension skills. Standards in mathematics are not as low because pupils have enough English to work out mathematical concepts well. Pupils who need help with their learning, including those new to learning English, receive good support

Pupils feel safe and are confident they can go to staff if problems arise. They respect others by listening sensibly, for example, in lessons where everyone practises their word-building skills. They understand well how to stay healthy. They participate in keep fit activities enthusiastically and many select healthy school meals. A few prefer options they know to be less nutritious. Play leaders, lunch monitors and council

members take their responsibilities seriously as they help around the school. They look after younger ones by making sure they eat sensibly and play safely and that minor squabbles are sorted quickly. Pupils understand the importance of caring for the environment and recycling, 'so the world doesn't run out of things'. They talk enthusiastically about involvement in community events and fund-raising activities, for example, to help children in poor countries. While they are confident with each other and recognise that differences should be respected, a few are less sure about what life is like for communities in other parts of Great Britain.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	2
Taking into account:	
Pupils' attainment	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils' feel safe</b>	<b>2</b>
<b>pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils' adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils' contribute to the school and wider community</b>	2
<b>The extent to which pupils' develop workplace and other skills that will contribute to their future economic well-being</b>	3
Taking into account:	
pupils' attendance	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Lessons are generally planned well, with teachers using assessment information to match work to pupils' needs effectively. They plan activities that engage and enthuse pupils. For example, in a Year 2 mathematics lesson, pupils worked hard and quickly realised the importance of working step-by-step to add large numbers. In most classes, teachers provide opportunities for pupils to discuss their ideas to help them develop their understanding. They make good use of technology to present information visually. Pupils new to learning English and lower ability pupils benefit immensely from this. Teachers accommodate the needs of pupils at the various stages of learning English well but miss opportunities to display previous work to remind pupils of what they have already learnt. Additional support helps new arrivals to settle and access learning quickly. Occasionally, in a bid to complete tasks, teaching assistants do not explain things accurately and step in too quickly to tell pupils the answers rather than helping them think for themselves. Pupils receive supportive guidance through marking so that they know what they need to do to improve their work.

The curriculum ensures that pupils cover all areas of learning successfully. It is modified well to meet the learning needs of pupils with special educational needs and/or disabilities and those new to learning English.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

There is a good emphasis on numeracy and reading, particularly word-building strategies. Not enough time is devoted to speaking, particularly at Key Stage 2, and this impacts on pupils' ability to write confidently. Activities such as sport, swimming, music and art extend pupils' skills and interests well. Visitors and visits enrich pupils' experiences effectively and make learning come alive. Partnerships with others, such as sports providers, partner primary and secondary schools, benefit learning further. A good personal, social and health education programme ensures that pupils understand, for example, the dangers of drug abuse and how to stay safe.

The school provides effective care, guidance and support of potentially vulnerable pupils and those with special educational needs and/or disabilities or new to learning English. Links with outside agencies to support these pupils are good. A number of pupils experience many interruptions in their learning, for example, when they join the school part-way through their schooling. Arrangements to integrate them are good and they settle quickly. Senior leaders ensure learning activities to support them are effective so that they catch up quickly. Pupils in Year 6 are guided well in their preparations for secondary school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	2
<b>The effectiveness of care, guidance and support</b>	2

## How effective are leadership and management?

Senior leaders work with staff, parents and the local authority to provide pupils with the education they need to achieve well. While the challenging targets the school set itself in 2009 were not fully achieved, the school's data on pupils' attainment currently reflects good achievement. Pupils who start at the school in their early years make very good progress. However, many join at various stages, so overall standards are below average. The school improvement plan concentrates on the right priorities and effective action is being taken to raise standards in literacy. Staff have detailed assessment information regarding the progress expected of each pupil and senior managers monitor progress carefully. Although most pupils of different backgrounds and abilities achieve well, the more able pupils are not always challenged enough. This makes equality of opportunity good overall. Subject leadership is good. Effective action is in hand to develop English for all ability groups through all subjects. Many governors are relatively new to their roles but are very supportive. Regular visits enable them to oversee that the school runs smoothly and that relations with the local community remain positive. Safeguarding procedures are good, ensuring the safety and well-being of pupils. Current requirements for child protection are fully met. Good partnerships with parents and carers enable them to support their children's learning well. For example, they attend various workshops and other activities to learn about how they can help their children learn at home.

The school is developing a number of links with communities, for example, in Africa and parts of Eastern Europe. The school is not doing as much as it could to develop

opportunities for pupils to understand the diverse cultures represented in Great Britain.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enjoy school and achieve well. Many initially lack confidence because of the wide cultural gap between home and school. The school encourages parents and carers to make regular visits before children start school, but many are slow to settle and participate fully. They watch and follow others, show little independence and initiative and say little. Staff manage such responses well and support any who need specific help, sensitively. They work hard to establish routines and guide children well. They organise activities carefully to make them appealing. For example, children are particularly keen to play with wheeled toys, the home corner and building bricks. They are less sure about gluing and sticking because they do not like getting messy. They behave well, play sensibly and slowly gain the confidence to join in with adult-led tasks. For example, they enjoy routines such as sounding out words and singing number rhymes. More confident learners work well with others and, as Nursery age children work alongside those of Reception age, they learn from them and progress well. The learning environment, including the outside area, is attractive and exciting. Children play out in all weathers and once settled they explore excitedly and learn quickly. 'My child took time to settle but now loves it' is typical of parents and carers' comments.

Provision and leadership and management are good. Children are safe and cared for well. Staff plan a good balance of activities between those that children choose and those led by adults. They recognise that opportunities for children to explore and investigate independently are less well developed. Staff know the children well and group them appropriately for more formal sessions. They allow children time to play freely until they feel confident to join others. Children persevere even when tasks, such as speaking and writing, present a high level of challenge. A few struggle to maintain attention because they are not familiar with English but staff support them well. Staff make detailed notes of each child's progress and share the information with parents appropriately. At the end of the Reception Year, while many children



attain the levels expected in their personal skills, they are well below average in other areas.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers are almost unanimously supportive of the school. While few made written comments, a good number reported orally to inspectors that they were confident that their children were happy in school and were making good progress. The inspection supports these positive views. The school deals effectively with any issues regarding behaviour and considers parents and carers' views appropriately.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stepney Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 25 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	52	12	48	0	0	0	0
The school keeps my child safe	14	56	11	44	0	0	0	0
The school informs me about my child's progress	17	68	8	32	0	0	0	0
My child is making enough progress at this school	17	68	8	32	0	0	0	0
The teaching is good at this school	18	72	7	28	0	0	0	0
The school helps me to support my child's learning	14	56	11	44	0	0	0	0
The school helps my child to have a healthy lifestyle	12	48	13	52	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	64	9	36	0	0	0	0
The school meets my child's particular needs	12	48	13	52	0	0	0	0
The school deals effectively with unacceptable behaviour	12	48	12	48	1	4	0	0
The school takes account of my suggestions and concerns	12	48	11	44	2	8	0	0
The school is led and managed effectively	12	48	13	52	0	0	0	0
Overall, I am happy with my child's experience at this school	17	68	8	32	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>the following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school,  
parents and carers to share with their children.  
It describes Ofsted's main findings from the inspection of their school.**



15 January 2010

Dear Pupils

### **Inspection of Stepney Primary School, Hull, HU5 1JJ**

Thank you for making us welcome when we inspected your school and for completing the questionnaires for us. From the many positive comments you wrote, we can see that you like your school, are happy there and enjoy learning. It was particularly pleasing to read that you like your teachers and that they help you learn. We enjoyed our visit and talking to you about school life. Yours is a good school. It is a happy, friendly place where everyone gets on well with each other and people treat each other with respect. You work hard and make good progress in your learning. Those of you who find learning difficult or are new to learning English have the extra help you need to make good progress. We were particularly impressed by the way older pupils help younger ones especially at lunchtimes and that even though you come from many different countries you are all kind to each other.

You clearly feel safe in school and know that adults look after you well. Many older pupils have special responsibilities, such as organising playground equipment, and we can see you take these responsibilities very seriously. Your behaviour is good. We saw that you enjoy learning and that you attend regularly. While you make good progress in your work, you are better at mathematics and science, than in English. We know that you try very hard but sometimes some of you do not have the English that you need to explain your ideas. Your headteacher and the staff are working hard to improve the school and know that there are some things that still need to be done. We have recommended that they should:

- help you do even better, especially in English, by giving you more time to talk about your work, learn from what you have done before and by giving you more challenging work if you need it
- make sure that all the staff that work with you know how to help you best
- help you to learn about the different communities that live in other areas of Great Britain.

You can play your part by getting more involved in discussions and by doing the very best you can in all your lessons.

Yours sincerely

Mrs Rajinder Harrison  
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0845 404045**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).