

Inspection of a school judged outstanding for overall effectiveness before September 2024: St Peter's London Docks CofE Primary School

Garnet Street, London E1W 3QT

Inspection dates:

7 and 8 May 2025

Outcome

St Peter's London Docks CofE Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils are proud to be part of this inclusive school. They understand the importance of treating everyone with respect. Pupils value the warm and nurturing relationships that they build with staff. They rightly said that teachers will help them when they have a question. Teachers provide pupils with strong levels of support in their learning. Parents and carers are full of praise for the school, which feels like another family to them.

Pupils are keen to attend school every day because they value their education. They are happy and safe. Pupils are clear that they should report any worries to a member of staff. They have confidence that any concerns would be tackled quickly.

Pupils enjoy taking on positions of responsibility in school. They can represent their class in the pupil parliament, become sports leaders or reading buddies. Pupils take part in singing and drama performances to develop their confidence. They demonstrate resilience and independence through fundraising activities in the community.

The school has high expectations of pupils' work and behaviour. Pupils rise to meet these expectations. Their behaviour is exemplary. By the time they reach Year 6, pupils achieve well above national expectations. They are exceptionally well prepared for their transition to secondary school.

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

The school has designed an ambitious curriculum. It has identified the knowledge, skills and vocabulary that pupils must learn each year. There are opportunities for pupils to

revisit and build on prior learning. For example, in history, pupils return to concepts such as empire and civilisation. The school makes deliberate connections between subjects and the content within them. This enables pupils to recall their learning in detail. They participate in lessons with enthusiasm, starting in the early years.

Teachers have excellent subject knowledge. They model the important subject-specific vocabulary that pupils need and insist that they use it. In mathematics, younger pupils learned the word 'capacity' as part of their work on volume. Teachers explain new learning well and give clear instructions. They are adept at correcting misconceptions. Teachers provide opportunities for pupils to practise their knowledge and skills. They move on to new content only after checking that pupils are fully ready.

The school has high ambition for its pupils. The school expertly identifies and supports pupils with special educational needs and/or disabilities (SEND). Teachers and teaching assistants work well together to ensure that pupils' specific needs are met. They provide academic and therapeutic interventions as needed. Staff evaluate the impact of these on a regular basis. Teachers make helpful adaptations to lessons. As a result of this work, pupils achieve highly. The same is true of the small number of pupils who attend the school's specially resourced provision for pupils with SEND.

In 2024, the proportion of Year 1 pupils meeting the expected standard in phonics was significantly lower than the national average. The school has explored the reasons for this and made effective changes to the way phonics is taught. Reading is at the heart of the curriculum from the early years. Teachers deliver the school's phonics programme consistently well. They quickly identify and help pupils who are struggling with their reading. Pupils take home books that are carefully matched to the sounds they are learning, along with a book of their choice. Staff check how much pupils are reading at home. They work closely with parents and carers so that they know how to read with their child. Older pupils have regular reading sessions and additional help if needed. Pupils enjoy reading. They value their time in the school's log cabin library.

Pupils' behaviour and attendance at school are excellent. They learn routines for behaviour and superb attitudes to learning from the early years. Staff work closely with families to remove barriers to attendance at school that pupils may experience.

The school's provision for pupils' wider development is exemplary. Through the personal, social and health education curriculum, pupils learn how to keep themselves safe online and in the local area. They learn the difference between genuine and 'fake' friendships. The school ensures that every pupil attends at least one club. All pupils take part in visits to places of spiritual and cultural interest, as well as residential trips. All play a musical instrument. These varied experiences ensure that pupils are well prepared for life in modern Britain.

School leaders and the governing body are reflective and knowledgeable. The governing body regularly checks on the work of the school. The school prioritises the needs of pupils and families in its decision-making. It provides high-quality professional development for

staff. Leaders take staff workload and well-being into account. Staff feel exceptionally well supported. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding for overall effectiveness in March 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and

pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100960
Local authority	Tower Hamlets
Inspection number	10345702
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	The governing body
Chair of governing body	Jonathon Beswick
Headteacher	Georgina Hazell Liz Figueiredo (executive headteacher)
Website	www.splds.org.uk
Dates of previous inspection	26 and 27 March 2019, under section 5 of the Education Act 2005

Information about this school

- The school works in partnership with another local primary school. The executive headteacher works across both schools.
- At the request of the local authority, the school opened a specially resourced provision for pupils with autism in September 2023. Ten pupils attend this provision.
- The school does not currently make use of any alternative provision.
- The school is part of the Diocese of London. The most recent section 48 inspection for schools of a religious character took place in January 2020. The next inspection is due before January 2028.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, other leaders and a range of staff. They also met with the chair of governors, members of the governing body and school improvement partners.
- The inspector visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector listened to some pupils reading to a familiar adult.
- The inspector reviewed the school's policies and records, including those related to attendance, behaviour and bullying.
- The inspector considered the responses of pupils, parents and staff to Ofsted's surveys.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Lisa Strong, lead inspector

His Majesty's Inspector

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