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11 March 2011

Mrs B Hall  
Executive headteacher  
Saint Saviour's CE VA Primary School  
Verulam Avenue  
London  
E17 8ER

Dear Mrs Hall

**Special measures: monitoring inspection of Saint Saviour's CE VA Primary School**

Following my visit to your school on 9 and 10 March 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in September 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory.

Newly Qualified Teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State the Chair of the Interim Executive Board, the Director of Children's Services for Waltham Forest and Chelmsford diocese.

Yours sincerely

Robert Ellis  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in September 2010**

- Rapidly accelerate pupils' progress and raise achievement by:
  - making better use of the pupils' progress data to ensure any underachievement is quickly spotted and quickly rectified
  - setting individual, challenging subject-specific learning targets for literacy and numeracy, sharing these with pupils and reviewing them regularly.
- Ensure the quality of teaching and the use of assessment are good overall by:
  - using assessment information to plan lessons that are challenging and interesting and by meeting the needs of pupils with differing abilities
  - increasing the pace of learning in lessons and ensuring that pupils spend most of the lesson actively engaged
  - improving the quality of marking so that pupils are clear about how well they are doing and how they can improve their work.
- Improve the leadership and management of teaching and learning to include:
  - rigorous monitoring of planning and classroom performance and then taking effective action to address any weaknesses.

## **Special measures: monitoring of Saint Saviour's CE VA Primary School**

### **Report from the first monitoring inspection on 9 and 10 March 2011**

#### **Evidence**

I observed the school's work, scrutinised documents and met with the executive headteacher, staff who have leadership and management responsibilities, and a representative from the local authority's school improvement service. Telephone conversations were also held with the chair of the IEB and with the school improvement partner. Informal conversations were held with pupils at break times.

#### **Context**

In October 2010, the substantive headteacher went on sick leave and resigned in November 2010. In December 2010 an Interim Executive board (IEB) replaced the governing body of the school and an executive headteacher and an acting deputy headteacher were seconded to lead the school. External support is provided by the local authority's school improvement partner and consultants. The focus of this support has primarily been directed at improving the quality of teaching and learning, the use of assessment and to accelerate progress and attainment. The school is expanding to create a two-form-entry school and further building work to enable this is planned to start shortly. Staff turnover has continued to be above average and the school has had some difficulty recruiting suitable teachers.

#### **Pupils' achievement and the extent to which they enjoy their learning**

The proportion of pupils who achieved the expected Level 4 in national assessments in English and mathematics in 2010 was an improvement on the proportion who achieved this level in the previous year. Scrutiny of pupils' work and analysis of the school's assessment data show that the rate of progress for Key Stage 2 pupils is accelerating and an increasing proportion of pupils are on track to achieve their targets. Progress at Key Stage 1 is more mixed. Although some pupils make satisfactory progress in lessons, there remain a significant number who have made too little progress since the last inspection and achievement is low. Children in the Nursery and in Reception are making satisfactory progress in their learning and personal development. Systems and procedures are in place but despite the school's best efforts, staffing issues have inhibited improvement in achievement, and progress has only recently begun to accelerate in some classes.

#### *Judgement*

Progress since the last Section 5 inspection in the areas for improvement:  
Rapidly accelerate pupils' progress and raise achievement by:

- making better use of the pupils' progress data to ensure any underachievement is quickly spotted and quickly rectified

- setting individual, challenging subject-specific learning targets for literacy and numeracy, sharing these with pupils and reviewing them regularly – *inadequate*.

### **Other relevant pupil outcomes**

Pupils generally behave well in lessons and around the school. They respond positively to the good learning opportunities provided in the better lessons. Pupils were observed to cooperate well in paired activities, including discussions with a partner that were used to help consolidate their understanding of the work they were doing. Attendance continues to be above average and most pupils demonstrate that they enjoy learning.

### **The effectiveness of provision**

All teachers have received training in the use of assessment data to support learning. They are receiving support both from within the school and from external partners to improve their teaching. Professional development opportunities have included coaching and the opportunity to visit good and outstanding schools. The impact of this work is evident in a general improvement in the profile of teaching across the school. Teachers have access to accurate information about pupils' prior learning and they are increasingly using this information when planning lessons. However, although some teachers use skilful questions to identify when pupils are ready to move on, this is not yet embedded in all lessons. In a few lessons, tasks and activities are not pitched at the right level and do not challenge the pupils either because they are too easy or because they are not broken down into small steps which help pupils to learn more effectively. The better lessons are taught at a brisk pace and teachers use a variety of approaches to ensure that pupils are engaged and active in their learning. In a minority of lessons, the pace is pedestrian and pupils are required to spend too long on one activity and consequently become restless and less engaged.

Most teachers provide appropriate oral feedback to pupils and give praise and encouragement as required. The majority of pupils understand what they are expected to do, and in many lessons they are given useful success criteria so that they can judge for themselves if they have achieved their objectives. The quality of marking in pupils' books is variable. Some teachers provide detailed marking that includes points for improvement, and examples were seen where pupils had followed the advice given and responded positively to the comments made.

### Judgement

Progress since the last Section 5 inspection on the areas for improvement:

Ensure the quality of teaching and the use of assessment are good overall by:

- using assessment information to plan lessons that are challenging and interesting and by meeting the needs of pupils with differing abilities

- increasing the pace of learning in lessons and ensuring that pupils spend most of the lesson actively engaged
- improving the quality of marking so that pupils are clear about how well they are doing and how they can improve their work – *satisfactory*.

## **The effectiveness of leadership and management**

The senior leadership team has an accurate picture of the school's strengths and areas for development. The executive headteacher is providing clear direction and she has taken a sensible approach by prioritising initiatives and focusing on those areas that are likely to bring about rapid and sustained improvement in outcomes for pupils. The school is experiencing some difficulty in recruiting and retaining suitably qualified and experienced staff and teachers have had to be seconded from other schools to strengthen capacity in the short term. Appropriate systems and procedures are in place to monitor all aspects of classroom practice. Judgements on the quality of teaching have been moderated by analysis of joint observations of lessons conducted with the school improvement partner. A thorough review of teaching, learning and the use of assessment has been conducted which has highlighted areas for development. Action has been taken to address any evident weakness but some initiatives are very recent and, despite some positive indicators, it is too early to judge the effectiveness of these interventions.

### *Judgement*

Progress since the last Section 5 inspection on the areas for improvement:

Improve the leadership and management of teaching and learning to include:

- rigorous monitoring of planning and classroom performance and then taking effective action to address any weaknesses – *satisfactory*.

## **External support**

The local authority has provided a useful statement of action that has been revised and incorporated into the school improvement plan. It covers the period that the school is likely to require special measures and includes clear milestones that can be used to facilitate monitoring and evaluation of progress, for instance, by the IEB. The local authority had previously identified that the school was causing concern and had already begun to work closely with the school before the inspection that deemed that the school required special measures. It has continued to provide an appropriate balance of challenge and support. Reviews are held regularly to monitor the progress of the school. The executive headteacher and the IEB are involved in coordinating and evaluating the effectiveness of the support that the school receives. Consultants work effectively with the school to help improve the quality of teaching and learning.