

Tribal Education  
1-4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524 **Direct T** 0845 123 6001  
enquiries@ofsted.gov.uk **Direct F** 0845 123 6002  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk) **Direct email:** matthew.parker@tribalgroup.com

8 July 2011

Mrs B Hall  
The 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 6 and 7 July 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 second 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 – good.

Progress since the previous monitoring visit in March 2011 – good.

Newly qualified teachers may 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 Director of Education for the Diocese of Chelmsford.

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
  - to build capacity to sustain improvement by ensuring that the governing body improves the rigour with which it holds the school to account for tackling weaknesses and improving outcomes for pupils.

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

### **Report from the second monitoring inspection on 6 and 7 July 2011**

#### **Evidence**

I observed the school's work, visited 12 lessons, scrutinised documents and met with the executive headteacher, staff who have leadership and management responsibilities, the chair of the interim executive board (IEB), the school's improvement partner and a representative from the local authority's school improvement service. Informal conversations were held with pupils.

#### **Context**

Agreement has been reached to federate St Saviour's with another local school, St Mary's Church of England Primary School, from September 2011. This will result in the formation of a new joint governing body and a single leadership team led by an executive headteacher. The proportion of children who come from minority ethnic backgrounds is increasing and 36% of pupils speak English as an additional language. There are currently 31 different first languages spoken in the school. The main language is English followed by Akan/Twi, French, Yoruba and Romanian. The number of pupils who are known to be eligible for free school meals is also rising.

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

Scrutiny of the school's tracking data and work in pupils' books show that progress has accelerated and the varied range of interventions used to raise attainment are having success. The gaps with national averages in reading and numeracy have closed rapidly, but the school recognises that improving writing across the school remains a priority. Regular and accurate assessments ensure that the school is able to track pupils' progress and identify and support pupils who are underperforming. Pupils have individual targets for literacy and numeracy and most of the older pupils know what their targets are and what they need to do to achieve them. However, other pupils are less sure about their targets and how their current work relates to them.

Progress since the last Section 5 inspection on 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 – satisfactory.

## **Other relevant pupil outcomes**

Pupils' good behaviour and improved attitudes to learning make a good contribution to their learning. Pupils are generally polite and treat each other and visitors with courtesy and respect. Pupils were observed to cooperate well in paired and group activities and most participated enthusiastically in discussions with a partner. This provided good opportunities for pupils to develop their speaking and listening skills. Pupils show increased confidence and there are more opportunities for them to be involved in evaluating their own work and the work of others. In some lessons pupils were seen to review others' work and make helpful suggestions as to how it could be improved or developed.

## **The effectiveness of provision**

Assessment information is used to plan lessons that meet the needs of most pupils. Tasks and activities are pitched at the right level and an increasing proportion of teachers ensure that the specific needs of different groups of pupils are met well. The pace of lessons is often brisk but in a few lessons early pace is not sustained and consequently progress slows, sometimes leading to pupils starting to disengage with their learning. Most lessons excite and engage pupils and in the best lessons pupils are given responsibility for their learning and are becoming increasingly autonomous in managing their learning. In these lessons the teachers often convey a real sense of enjoyment for the subject being taught. The quality of marking has improved and good examples of marking were seen where pupils were given high quality advice on how to meet the success criteria for a particular piece of work. Marking overall is not yet of a consistently high standard and it is not clear that pupils uniformly follow up on the advice they are given. Most pupils receive good quality oral feedback and teachers use questioning well to identify what pupils have understood and to help them develop their thinking.

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 – good.

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

Senior leaders have set a clear agenda for improvement and have been successful in raising the aspirations of staff and pupils. They have focused on improving teaching and learning through successfully supporting and developing staff. The school has worked with consultants to complete a thorough review of teaching and learning. Joint observations conducted by the inspector and one of the senior leadership team

confirmed that senior leaders have an accurate view of the quality of teaching across the school that is closely linked to outcomes for pupils. Regular and systematic monitoring of teaching and learning has ensured that senior leaders have a good understanding of strengths and weaknesses in teaching and can identify where improvement is taking place. The school has been successful in tackling areas of underperformance and inadequate teaching has been eradicated. Systematic and regular training for teachers, combined with coaching, have helped teachers improve their practice. All lessons that were seen were at least satisfactory with elements of good practice and in around half the teaching was good. Partnership arrangements with St Mary's have strengthened capacity at senior leadership level. The IEB, who replaced the governing body, have provided a good balance of challenge and support. Work is now being done on the formation of the new governing body for the federation, which will replace the IEB in September. Care is being taken to ensure a smooth transition to the new governance arrangements.

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
  - to build capacity to sustain improvement by ensuring that the governing body improves the rigour with which it holds the school to account for tackling weaknesses and improving outcomes for pupils – good.

### **External support**

As capacity has been developed within the school the amount of external support required has begun to reduce. External consultants have been used effectively to help moderate the school's judgements, for example in relation to the quality of teaching. They have also been used to help individual teachers improve their practice. The impact of this work can be seen in the improving profile of teaching and in pupils' accelerated progress.