

St Saviour's CofE Infant School

Inspection report

Unique Reference Number	109154
Local Authority	Bath and North East Somerset
Inspection number	356486
Inspection dates	10–11 January 2011
Reporting inspector	David Shears

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	223
Appropriate authority	The governing body
Chair	David Walter
Headteacher	Ed Harker
Date of previous school inspection	24 January 2008
School address	Spring Lane Bath Somerset BA1 6NY
Telephone number	01225313928
Fax number	01225339210
Email address	stsaviours_inf@bathnes.gov.uk

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St Ann's Square
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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons taught by eight different teachers, and held meetings with representative members of the governing body, staff and groups of pupils. They observed the school's work and looked at policies, planning documentation, assessment data and pupils' work. They analysed the questionnaires returned by 131 parents and carers and 27 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of teaching and learning, and whether it consistently helps all pupils, including those with special educational needs and/or disabilities and more-able pupils, to make good progress.
- The effectiveness of the curriculum in supporting the development of core skills.
- How effectively leaders and managers identify, monitor and evaluate specific areas of development to ensure better progress.
- How well assessment and target setting are being used to drive up progress and attainment.
- The progress made by children in the Early Years Foundation Stage as a result of effective assessment.

Information about the school

St Saviour's is smaller than the average primary school. The very large majority of pupils are of White British origin. The proportion of pupils who have special educational needs and/or disabilities is lower than the national average; their needs are mostly moderate learning difficulties, but a few pupils have speech, language and communication needs or physical disabilities. A very small minority of pupils speak English as an additional language and, of these, a very few are at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is lower than the national average. A breakfast club and after-school care is available for pupils at the school and is managed by the governing body. The school has achieved Healthy School status, the Eco-school bronze award and the Inclusion Quality mark.

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?

3

The school's capacity for sustained improvement

3

Main findings

St Saviour's Nursery and Infant is a satisfactory school. Pupils make satisfactory progress as they move through the school. As a result, attainment at the end of Year 2 is broadly average. Leaders and managers have a good understanding of the strengths and areas for development. For example, they have identified the need to have a better understanding of the ongoing progress of pupils through the year. As a result, regular pupil progress meetings have been introduced to track the progress of pupils individually and as a year group. Where pupils have been identified as at risk of underachievement, intervention strategies have been introduced to give them further support. There is evidence that this is beginning to have an impact on pupils, with the percentage of those making good progress improving this year. Senior leaders have recognised that targets being set for pupils were only adequately challenging and have recently raised these. Attendance at the time of the previous inspection was a cause for concern. Leaders and managers have introduced a number of strategies to encourage better attendance, including the close monitoring of absence, publishing class rates of attendance and rewarding those who attend regularly. Attendance is now above the national average and persistent absence has significantly reduced. Through effective self-evaluation the school demonstrates a satisfactory capacity to improve.

Although measures have been put in place to better support the progress of pupils, these are not always rigorously monitored to demonstrate the impact that they are having both on pupils as individuals and as a year group. In the same way, the management of the curriculum does not always maximise the time spent on learning.

The satisfactory progress made by pupils is a result of sound teaching, which engages pupils well, but does not always challenge them sufficiently to ensure that they make good progress in lessons. This is because assessments are not consistently used to inform teaching. Teachers plan exciting and interesting activities to stimulate pupils and they thoroughly enjoy their learning. Consequently pupils behave well and have good attitudes towards their work. While teachers and teaching assistants give appropriate support for pupils, opportunities are sometimes missed to extend their learning. Much work has been done to make the curriculum exciting and vibrant, giving pupils a wide range of experiences, but the enthusiasm that this engenders is not consistently used to encourage pupils in practising their basic skills. This is equally the case for children in the Early Years Foundation Stage, where the creativity of child-initiated activities assumes greater importance than teacher-led activities. The school does not have a clear measure of children's skills and understanding on entry to the Nursery and Reception classes, making planning more difficult. Good care is taken in developing relationships with parents so that children settle quickly and adapt well to their new surroundings. The engagement with parents is outstanding throughout the school.

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A major strength of the school is in its care of all pupils, which results in good personal development. In particular, their feelings of safety and their understanding of healthy living are both outstanding.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Secure consistently good progress and thereby raise attainment at the end of Key Stage 1 by:
 - ? ensuring that assessment is better used to give a good level of challenge to all pupils in lessons ?
 - making the most of all opportunities during lessons to adapt activities to maximise pupils' learning
 - ? providing well-planned and regular opportunities for pupils to practise their basic skills across the curriculum.
- Improve the effectiveness of the Early Years Foundation Stage by:
 - ? establishing a clear benchmark of attainment on entry to Nursery and again in Reception so that it can be used to plan initial teaching more effectively and track the progress of children over the key stage
 - ? ensuring an appropriate balance of child-initiated and teacher-led activities to improve the academic progress of children.
- Improve the effectiveness of leaders and managers by:
 - ? consistently setting targets that are challenging for all pupils
 - ? ensuring that actions taken are rigorously monitored to demonstrate their impact on the academic progress of pupils ?
 - making sure that the curriculum time is carefully organised to maximise learning in all classes.

Outcomes for individuals and groups of pupils

3

Throughout their time at school, pupils make satisfactory progress. Consequently, they achieve satisfactorily and are adequately prepared for the next stage of their education. Pupils with special educational needs and/or disabilities make similar progress to other pupils in relation to their individual abilities. Those with speech and language difficulties are identified early and given good support, enabling them to make good progress. All other groups of pupils, including those with English as an additional language, make satisfactory progress. More-able pupils also make sound progress, but they are not always given enough challenge. For example, in one lesson focusing on place value, more-able pupils were practising making numbers up to a thousand, although some were already able to calculate sums mentally using these numbers.

Pupils enjoy school because teachers use materials and ideas that interest both boys and girls. For example, in another lesson pupils thoroughly enjoyed identifying and talking about characters from well-known children's films in preparation for creating and

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describing their own characters. Pupils work well together and play creatively. They take good care of themselves and each other and contribute well to the school such as through the school council or being the headteacher for a day. They enjoy taking part in activities outside of school. For example, they entertain people in the local care home and have sung in Bath Abbey. Pupils and their families often support charities such as Operation Christmas Child, giving presents to children who otherwise would not have any. The spiritual, moral, social and cultural development of pupils is good overall. Pupils have opportunities to reflect, such as in assemblies, and are encouraged to join in with prayers. They have a good understanding of right and wrong and know how to treat others. Their understanding of other cultures is less well developed. This is because there are not enough links with other multicultural schools and places of worship to give pupils first-hand experience of other cultures.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teaching is satisfactory, enabling pupils to make sound progress, although there are examples of good teaching, where pupils are challenged well. Staff have good relationships with pupils, who respond well, creating a family atmosphere that is conducive to learning. Information and communication technology, including interactive whiteboards and visualisers, is used well to enhance teaching. However, not enough opportunities are taken to model learning so that pupils have a clear idea of what they

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need to do to be successful. Work is carefully marked in literacy, where pupils are given the next steps in their learning as a target. This good practice of sharing what needs to be improved is not as evident in numeracy.

The creative curriculum is inspiring, with many opportunities for pupils to take part in a wide variety of experiences through visits out and special visitors to the school. Pupils learn to be independent and are able to make choices about their learning, investigating areas of interest to them. However, this good work in capturing pupils' enthusiasm is not utilised enough to encourage the practising of their basic skills. Homework books give a good opportunity for pupils to work with parents. There is a good emphasis on pupils' personal and social education and the provision of music is emerging as a strength, both in lessons and in extra-curricular clubs such as a ukulele club and a choir.

Pupils are well cared for and feel valued. Parents agree, with one saying that 'individual voices are valued and their interests, experiences and needs are explored in a nurturing environment'. The care of pupils for whom circumstances make them vulnerable is good. The school uses a wide range of external agencies to support them in this work and, as a result, their confidence and self-esteem have flourished. This is beginning to have an impact on their academic progress. The needs of those with physical disabilities are well met. There are smooth transfers both into Nursery and Reception classes and also when leaving for their next Junior school. In particular, good attention is paid to their personal needs, although when pupils move from one class to the next, assessments are not always used quickly enough to move their learning on. The breakfast club and after-school care facilities are well managed and the range of activities is appropriate for pupils of all ages. Pupils feel safe and happy because they are well cared for.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers have established an ethos where the well-being of pupils and their families is central to their vision as a church school. All are warmly welcomed whether they are visitors to the school or new pupils, and parents speak highly of the school's willingness to listen and engage with them, helping them wherever it can. Leaders and managers, including the governors, have identified the need to raise attainment and are being pro-active in making improvements, and there are early signs that these are having some impact on the progress of pupils. Leaders at all levels participate in observing lessons, although these are not consistently focused on identified areas of improvement. There is no evidence of discrimination, and equal opportunities are promoted well in some

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respects, but the most-able pupils in particular are not always sufficiently challenged to reach their full potential.

The school has positive links with outside agencies to support its pupils, such as the educational psychologist, social services and other schools in the local area. Good use is made of the parent support worker, who helps families in need, giving a range of support, such as parenting skills and accessing financial help. The effectiveness of safeguarding is good. In particular, risk assessments are comprehensive and pupils are fully involved in the process. For example, pupils were involved in making decisions about safety in the playground in the recent snowy weather.

The school has a clear understanding of community cohesion and promotes it well. An action plan is in place to drive improvement, with very positive results to date. Pupils get on very well together and new pupils are accepted easily into the school community. Local people visit the school to talk about a range of cultures and beliefs. Pupils engage with a local community sustainability group. There are strong international links with other schools through the Comenius project, which widen pupils' understanding of other cultures. The school has identified the need to further develop pupils' already at least satisfactory understanding of the national dimension by establishing more links with contrasting areas in the United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The good induction procedures for both the Nursery and the Reception classes, including home visits, ensure that children feel safe and secure in their new environment. Partnerships with parents are successfully fostered and children make good gains in their personal development. In particular, children with special educational needs and/or disabilities are identified early and support given. For example, a number of children with

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speech and language difficulties have been supported well by a speech and language therapist. Children enjoy learning in the Early Years Foundation Stage and make satisfactory progress overall so that they enter Year 1 broadly in line with what is expected. The curriculum enables children to make progress in all six areas of learning, both indoors and outside. In particular, there is a good focus on developing children's speaking and listening skills. However, insufficient use is made of teaching assistants to provide more focused learning activities alongside the opportunities for child-initiated activities. Regular assessments are completed, although these are not always used effectively to ensure that children make good progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A higher-than-average proportion of parents and carers returned the questionnaire. The overwhelming majority of parents and carers who responded to the questionnaire were positive in their views about the school. All agreed that their children made enough progress and that the school encourages a healthy lifestyle. The vast majority of parents agreed with many other aspects. A few parents were unsure about their child's preparation for the next stage in their education and the management of behaviour. For most parents this was because they felt that it was too early to judge, or they had no concerns about the behaviour of pupils. Inspectors found that behaviour of pupils during the inspection was good and that teachers managed it well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Saviour's CE Nursery and Infant 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 inspection team received 131 completed questionnaires by the end of the on-site inspection. In total, there are 223 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	102	78	26	20	1	1	0	0
The school keeps my child safe	111	85	19	15	1	1	0	0
My school informs me about my child's progress	91	69	37	28	2	2	0	0
My child is making enough progress at this school	92	70	39	30	0	0	0	0
The teaching is good at this school	103	79	26	20	0	0	0	0
The school helps me to support my child's learning	97	74	33	25	1	1	0	0
The school helps my child to have a healthy lifestyle	97	74	34	26	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)	89	68	33	25	0	0	0	0
The school meets my child's particular needs	89	68	40	31	1	1	0	0
The school deals effectively with unacceptable behaviour	67	51	54	41	1	1	0	0
The school takes account of my suggestions and concerns	82	63	44	34	0	0	0	0
The school is led and managed effectively	112	85	18	14	0	0	0	0
Overall, I am happy with my child's experience at this school	115	88	15	11	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



12 January 2011

Dear Children

Inspection of St Saviour's CE Nursery and Infant School, Bath BA1 6NY

Thank you for the welcome that we received when we visited your school recently. It was lovely to meet you all and find out about your school.

You told us that you enjoyed coming to school and that you feel very safe there. You obviously enjoy all the different activities in school, especially the variety of clubs that you can go to. We were particularly pleased with your understanding of how to keep healthy and safe.

We found that you go to a school that gives you a satisfactory education, which means that some things are good but others can be improved. We found that you are becoming confident and happy people who look after yourselves well and care a lot for each other. You are part of a big school family. We are particularly pleased that your parents and carers have an excellent relationship with your teachers.

We found that you make satisfactory progress in your learning. We have asked your school to make sure that they know what you are able to do right from when you start school. This will help teachers make sure that you are given work that will challenge you more, and to keep checking in lessons that you are learning well. We have asked that you practise your skills of reading, writing and mathematics more often and that your leaders carefully check that you are all making good progress. You can help by telling the teachers if you think your work is too easy for you.

Thank you again for a lovely two days. We wish you all the very best in your future lives.

Yours sincerely

David Shears Lead inspector

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