

Saint Saviour's Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	103089
Local Authority	Waltham Forest
Inspection number	355311
Inspection dates	14–15 September 2010
Reporting inspector	Ruth McFarlane

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	370
Appropriate authority	The governing body
Chair	David Waller
Headteacher	Amy Hoare
Date of previous school inspection	2 July 2008
School address	Verulam Avenue London E17 8ER
Telephone number	020 85200612
Fax number	020 85207822
Email address	school@st-saviours.waltham.sch.uk

Age group	3–11
Inspection dates	14–15 September 2010
Inspection number	355311

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 assesses 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 0300 1234 234, or email enquiries@ofsted.gov.uk.

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

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. During the inspection, 18 lessons or parts of lessons taught by 14 teachers or teaching assistants were observed. Inspectors looked at pupils' workbooks and analysed assessment information on pupils' progress. Meetings were held with groups of pupils, members of the governing body, a local authority adviser, the headteacher and other staff. Inspectors scrutinised records, reports and documents including the school improvement plan, reports from the School Improvement Partner and minutes from the governing body's meetings, as well as policies and procedures. Inspection questionnaires were returned by 31 parents and carers. The inspectors also looked at questionnaires completed by staff and by pupils in Years 3 to 6.

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

- how well the school has improved attainment in writing and boys' attainment overall
- how well assessment is used in the classroom to promote pupils' progress
- how effectively staff make a contribution to school improvement
- ? the progress made by the school in dealing with the key issues from the last inspection.

Information about the school

This school is larger than the average primary school; the number of pupils who attend the school is rising rapidly as part of a planned programme to expand the school to double its size. The school serves an ethnically diverse population; the largest groups are from Black British African and Caribbean heritages. The proportion of pupils who speak English as an additional language is above average and increasing. The proportion of pupils who have special educational needs and/or disabilities, mostly moderate learning difficulties, speech, language and communication difficulties and behavioural and emotional difficulties, is above average. The large majority of pupils are from Christian backgrounds but some Hindu and Muslim families are represented. The headteacher and Chair of the Governing Body were in post at the time of the last inspection but about half of the staff have joined in the past three years. The Early Years Foundation Stage comprises a Nursery and two Reception classes. Induction arrangements for the Reception classes, which include home visits, were in process during the inspection.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The school's overall effectiveness is inadequate. The main inadequacies are in teaching, leadership and management. These have led to pupils' inadequate achievement, learning and progress. Significantly declining progress and attainment was evident over the three years to 2009. The quality of learning and progress for sizeable groups of pupils in the school continues to be inadequate, especially in writing, a weakness identified at the last inspection. Almost half the pupils in the school, and broadly similar proportions of boys and girls, failed to make the progress expected over 2009/2010. This failure is hidden by the overall unvalidated results in National Curriculum tests in Year 6 in 2010 which improved to broadly average. The improvement was facilitated through work on a school improvement programme monitored by representatives from a national intervention programme (City Challenge) and the local authority. There was a rise in boys' attainment, which had been lagging behind. However, in the rest of the school, progress for boys and girls remained inadequate.

The quality of teaching varies across the school and is directly responsible for the inconsistent progress made by pupils. There is little teaching that is of good quality and a considerable amount is inadequate. Weaker practice is evident where teachers do not meet the learning needs of the range of groups within the class. Assessment data and information about pupils are not used sufficiently well to pitch tasks accurately. Lessons often lack pace and challenge and, as a result, pupils lose concentration and do not learn well enough. Teachers' marking is inconsistent, with little clear guidance on how well pupils are doing or how they can improve. Target setting is patchy, with most pupils unaware of what to do to reach the next level in their learning. Leaders' and managers' monitoring of lessons and learning has lacked focus but training has begun to help raise teachers' understanding of what constitutes a good lesson. Because middle leaders have not been involved in monitoring, and changes in staffing and allocation of responsibilities are recent, subject leaders are not fully aware of how well their subjects are being taught across the school. In addition, they are not helping to secure improvement in the subjects for which they are responsible. The governing body has begun to increase the support it provides, but the inability of school leaders to monitor learning effectively and the failure of the governing body to hold the school to account for pupils' progress and attainment have contributed significantly to pupils' inadequate progress.

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

Some elements of the school are satisfactory, such as the Early Years Foundation Stage, and some are good. Strengths lie in pupils' personal development and the ethos created by the staff and promoted by the links with the local church, maintaining the welcoming atmosphere as the school rapidly expands. This helps pupils feel secure and confident. They benefit from an interesting programme of extra activities to widen their horizons and help them develop good spiritual, moral, social and cultural awareness as part of their diverse school and local community. They told inspectors of their excitement and enthusiasm in taking part in the local Caribbean Carnival, making and wearing carnival costumes.

The school's self-evaluation focuses suitably on pupil outcomes. However, the school has an overly generous view of its overall effectiveness and is not demonstrating the capacity to sustain improvement. The governing body, leaders and managers at all levels have had too little impact on the work of the school since the last inspection. Monitoring of effectiveness and securing improvements in provision and progress have been inadequate. Some of the key issues from the previous inspection remain, for example the need to improve progress in writing, teachers' use of assessment and the need to improve school improvement planning along with making checks on the impact of the school's work.

What does the school need to do to improve further?

- 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
 - ensuring that teachers understand and include the features of good and outstanding lessons.
- 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.

Outcomes for individuals and groups of pupils

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

In lessons, pupils are keen and eager to learn. They have good relationships with each other and with their teachers. They respond well to their teachers but their interest wanes and progress slows when they are given tasks that are either too easy or too hard. In some lessons, they are asked to sit and listen for long periods and this restricts the time left for getting on with learning activities. Pupils make most progress when teachers adopt a brisk pace in lessons, use resources well and provide questions to challenge them. For example, a successful literacy lesson included video, discussion, questioning, group and individual work to explore a range of emotions.

From pupils' starting points, their progress and achievement are inadequate. Almost a third of pupils with special educational needs and/or disabilities failed to make any measurable progress in reading or writing over the whole year, and two thirds made inadequate academic progress overall. This group includes those with moderate learning difficulties, speech, language and communication difficulties, and behavioural and emotional difficulties. The largest minority ethnic groups in the school are also falling behind. Those who are learning English as an additional language made particularly slow progress in writing. The main reasons for this inadequacy lie in the inconsistent quality of teaching and use of assessment, and a curriculum that takes too little account of individual needs.

In response to the school's Christian ethos, pupils have well-developed personal skills. They say they enjoy coming to school and they make the most of the range of activities the school provides. They work well together in groups. Behaviour is satisfactory. A few pupils and parents and carers report some unsatisfactory behaviour but none was observed during the inspection. Pupils say they feel safe in school and show good awareness of safety, for instance on the internet. Pupils have a good understanding about what constitutes a healthy lifestyle. They willingly and enthusiastically take on responsibilities and understand that these play an important part in the smooth running of the school. Their suggestions and concerns are taken seriously. Attendance is above average. These many positive personal qualities, when combined with their broadly average attainment, show that by the end of Year 6 pupils are satisfactorily prepared for their future economic well-being. Notably, they learn leadership skills and understand about teamwork, negotiation and cooperation, and know about the world of work. Their skills in information and communication technology are securely developed.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
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?

In the few good lessons seen, teachers made learning fun and used assessment effectively to provide challenging tasks pitched well to the differing abilities in the class. However, this good practice is not sufficiently evident. In almost half the lessons, expectations were too low. Little use was made of assessment data to plan lessons effectively. As a result, some pupils said work was too hard while others found it too easy. Weak questioning also limited the effectiveness of the challenges given to pupils to extend their speaking and problem-solving skills. Pupils were often required to be passive listeners for too long and not given enough time or guidance to help them think for themselves. Teaching assistants were not always usefully deployed and therefore made an inconsistent contribution to pupils' learning. A range of visits and visitors and extra-curricular activities enrich and support pupils' learning and their personal development. However, the inadequate progress made by too many pupils across the school shows that the curriculum does not cater effectively for their needs.

Pupils benefit from a satisfactory standard of care and their welfare needs are suitably catered for. Induction arrangements ensure that pupils start the next stage of their education with confidence. Visits to the local secondary school ensure that pupils are well prepared for transition at the end of Year 6. Parents and carers receive appropriate updates on their children's progress and are involved with the school if any difficulties occur, often working with the school community liaison manager, who works to promote

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

good relationships with parents and carers. Before- and after-school provision enables pupils to extend their learning opportunities.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Inadequate progress has been made in dealing with the key issues from the last inspection. There are also serious weaknesses in the effectiveness with which leaders and managers monitor the quality of provision and analyse performance data to address shortcomings. Consequently, the drive to secure improvement in outcomes and the value for money that the school provides are inadequate.

Leaders and managers have successfully established a Christian ethos which promotes pupils' good personal skills. Many middle leaders are too new in post to have had an impact on school improvement, although they are keen to make a start. The governing body plays an increasingly active role within the school and is aware of the decline in performance but did not hold the school sufficiently to account at the first signs of the dip in attainment. Although initiatives helped improve pupils' attainment in Year 6 last year, the recovery is somewhat superficial, masking inadequacy, given that the root causes of poor teaching have not been adequately tackled. The school's effectiveness in addressing discrimination and ensuring equality of opportunity for all is inadequate because some groups of pupils do not make sufficient progress. Safeguarding procedures are satisfactory and monitored adequately by the governing body. The promotion of community cohesion and the school's engagement with parents and carers are good. There is a strong commitment to extending pupils' knowledge of the wider community and different societies and religions within it and in the wider world. Although the parents' questionnaire responses were limited in number, the school takes good account of parents' and carers' views through other means. Partnerships are satisfactory and some elements are good, for instance in relation to the well-being of pupils and the support provided by the local authority and the City Challenge initiative.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children start the Early Years Foundation Stage with skills and experiences broadly typical for their age. They make satisfactory progress towards the early learning goals so that when they start Year 1, attainment is average. Links with parents and carers and health professionals are good and children make a confident start because home visits have already introduced them to staff. During the inspection, no Reception children were present because these home visits were taking place. The Early Years Foundation Stage accommodation is on the same site as the rest of the school, helping children to feel confident when they move into school. The new Early Years leader is knowledgeable and enthusiastic. The environment is secure and activities are carefully planned to offer a range of indoor and outdoor opportunities and a good balance of child-initiated and teacher-led activities. Evidence of the previous year's work shows that an appropriate focus is given to developing social skills and children learn and play well together. In the Nursery, the environment is welcoming and staff support learning well. Interesting activities for children to choose are provided inside and out, but none was linked to the main teacher-led activity, where children examined a surfboard and talked about what they would wear on a hot sunny beach. This lack of reinforcement limits the chances to embed learning. Behaviour is good. Pupils' welfare is suitably promoted. For example, there are regular checks to ensure that equipment is kept safe and clean.

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

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

Only a few parents and carers responded to the inspection questionnaire. Most felt their child enjoys school and that the school keeps their child safe and informs them about progress. Over a fifth of the respondents expressed concern that their child is not making enough progress, that teaching is not good, and that the school offers too little help for parents and carers to support their child. A quarter felt that unacceptable behaviour is not dealt with effectively. Inspectors found that pupils are not making the expected progress due to inadequate teaching but records showed that behaviour issues in the past had been dealt with satisfactorily. Concerns expressed by some parents and carers about how well the school was led and managed were confirmed by the inspection findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Saint Saviour's CE VA 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 inspection team received 31 completed questionnaires by the end of the on-site inspection. In total, there are 370 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	35	17	55	2	6	0	0
The school keeps my child safe	13	42	15	48	1	3	0	0
My school informs me about my child's progress	9	29	19	61	2	6	0	0
My child is making enough progress at this school	9	29	15	48	5	16	2	6
The teaching is good at this school	8	26	16	52	7	23	0	0
The school helps me to support my child's learning	8	26	16	52	5	16	2	6
The school helps my child to have a healthy lifestyle	11	35	13	42	5	16	1	3
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)	8	26	14	45	5	16	1	3
The school meets my child's particular needs	10	32	13	42	4	13	2	6
The school deals effectively with unacceptable behaviour	11	35	11	35	6	19	2	6
The school takes account of my suggestions and concerns	5	16	11	35	8	26	4	13
The school is led and managed effectively	9	29	10	32	6	19	5	16
Overall, I am happy with my child's experience at this school	10	32	16	52	3	10	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. 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>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.



16 September 2010

Dear Pupils

Inspection of Saint Saviour's CE VA Primary School, London E17 8ER

I would like to thank you for making us so welcome when we visited your school recently and for talking to us about your school and your work.

Most of you who completed the questionnaire and spoke to inspectors said that you enjoy school and feel safe. Your personal qualities are developing well. Some of you said that the work that you are given is too hard and some said it was too easy. When this happens, your attention wanders and you become a bit bored.

Although some of you are making satisfactory progress, quite a few of you are not making the progress you should as the education you receive is not meeting your needs. To help the school improve, we have decided that it requires 'special measures'. This means the school will receive additional support and will be checked by inspectors to see how well things are improving. These are the main things we have asked the school to do:

- make sure that teaching is of a good standard and that teachers use information about your progress to set work at the appropriate level
- make sure that you know how well you are doing and what you need to do to improve your work
- ensure that school leaders and governors do all they can to check that your progress is improving.

You can all play your part by always working hard in your lessons. I wish you all the best in your future studies and thank you again for being so polite and courteous.

Yours sincerely

Ruth McFarlane

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.