

St Saviour's Roman Catholic Primary School

Inspection report

Unique Reference Number	118196
Local Authority	Isle of Wight
Inspection number	358286
Inspection dates	25–26 November 2010
Reporting inspector	Michael Pye

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	125
Appropriate authority	The governing body
Chair	Ian Lacey
Headteacher	Margaret Young
Date of previous school inspection	1 November 2007
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Introduction

This inspection was carried out by two additional inspectors. They observed five lessons, visited three further lessons and saw a total of five teachers. They met with governors, pupils, parents and carers, and staff. They observed the school's work, and looked at data. The school's plans, policies and procedures, were scrutinised. Inspectors also looked at completed questionnaires returned by pupils and those from 47 parents and carers.

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

- The extent to which teachers plan work that challenges all pupils appropriately.
- The quality of monitoring, self-evaluation and development planning by leaders and managers at all levels.
- The impact of new leadership on the effectiveness of the Early Years Foundation Stage. The impact of new leadership on the effectiveness of the Early Years Foundation Stage.

Information about the school

St Saviour's is a voluntary aided school in the Catholic Diocese of Portsmouth. Pupils in this smaller-than-average primary school come from a predominantly White British heritage. The proportion of pupils for whom English is an additional language is well-below average. The number of pupils with learning difficulties and/or disabilities is well-below average, the main group having speech and language difficulties. The proportion of pupils known to be eligible for free school meals is below average. The Early Years provision is delivered in the Reception class. This shares a building on the school site with a privately run Nursery.

There has recently been considerable staff and governor turnover. In the absence of the headteacher, a number of visiting headteachers have overseen the school. The current acting headteacher joined the school in September of this year. As part of the reorganisation of education on the Island, the school is now designated as a primary school. It now has a Year 5 class and next year its population will expand to include Year 6.

The school has been nationally recognised through the Healthy School award.

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

The school provides a satisfactory education for its pupils. The acting headteacher, along with his assistant head, has quickly established a clear vision for improving the school, which is shared by all staff. In particular, this involves the wider distribution of responsibility and accountability amongst subject and key stage leaders and improved communication with parents and carers. The care, guidance and support the pupils receive are good. Pleasantly presented and detailed information about what the children are learning goes home to parents and carers on a regular basis. Partnerships are well used to benefit pupils, especially in the area of sustainability and improving the environment. Parents and carers support the view of a school having weathered a very unsettled time, and their comments include 'There is a definite "buzz" about the place' and 'They make good use of the local area/ environment to make learning fun, real and meaningful.'

Pupils make satisfactory progress through the school. Over recent years, there has been a pattern of pupils making good progress and attaining high standards by the end of Year 2, but progress dips in the older classes because of inconsistencies in the teaching. This slowing of progress has an impact on pupils of all abilities, including those pupils entitled to free school meals and those few from minority ethnic backgrounds, with the result that attainment, although above average, is not as high as it should be. Teaching overall is satisfactory because weaknesses remain in a small minority of classes. Relationships in lessons are positive and the pupils consequently are unafraid to engage with the learning, for example by answering questions. However, they become restless when not presented with sufficiently challenging work. Some teachers have insufficiently high expectations of pupils' behaviour and work. Consequently, pupils' off-task behaviour is not always dealt with effectively and their progress slows. The amount of work expected in some lessons and homework from pupils is not always sufficient to give them the depth of practice required to develop their knowledge and skills. Marking is very supportive and often, but not always, refers to the next steps for improvement. Teachers set clear time targets that focus pupils on their work.

Aspects of pupils' personal development are good. The pupils' spiritual, social and cultural development, for example, is very good and a reflection of the good level of care, support and guidance that pupils receive. The effect of the school's work to gain its national award is reflected by the pupils' good knowledge of how to stay healthy. Behaviour is satisfactory overall, and the school acknowledges the need to renew its existing behaviour policy in the light of the high staff turnover. Pupils make a satisfactory contribution to the school community, acting as school councillors and buddies. Opportunities are missed to give them more responsibility to self-evaluate, give their views on school, their lessons and how they learn.

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A number of new governors are in place, and their contribution to school monitoring and self-evaluation is developing satisfactorily. Overall, the school's evaluation of its effectiveness is accurate and leads to appropriate development planning. For some of the changes to leadership it is too early to see the full impact of the changes introduced. In particular, subject and key stage leaders lack a deep enough knowledge of the progress of pupil groups within their subject and there are insufficient opportunities to develop a more global view of their area of responsibility. Currently, their action plans do not clearly show how they are contributing to the whole-school development plan. Some find it difficult to assess the impact of any changes introduced because criteria by which they measure their success are insufficiently measurable. The sustaining of well-above average attainment at the end of Key Stage 1, the impact of new pupil tracking systems in informing teachers and leaders about which pupils require additional support, and the effect of new leadership in the Early Years Foundation Stage on progress and the provision, all support a satisfactory capacity to improve the school.

What does the school need to do to improve further?

- Improve attainment and progress, particularly for older pupils, by ensuring that all teachers:
 - plan work that challenges pupils of different abilities.
 - have high expectations of pupils in terms of both behaviour as well as the quality and quantity of their class and homework.
- Encourage pupils to become more independent learners by ensuring that:
 - teachers' marking clearly shows pupils how to improve their work
 - pupils have regular opportunities to evaluate their own and others' work
 - they are given more opportunity to give their views on school, their lessons and how they learn.
- Sharpen the knowledge and skills of subject leaders and managers by ensuring that:
 - assessment data are thoroughly analysed so as to gain a clear picture of attainment and pupils' progress in their subject areas across the school
 - their action plans have measurable success criteria and clearly show how their subject is going to support the whole-school development plan.

Outcomes for individuals and groups of pupils

3

The very large majority of pupils enjoy their school. Most attain above the expected levels by the time they leave at the end of Year 4. Given their starting points at the end of Year 2, this reflects satisfactory progress for these older pupils, and this includes those with special educational needs and/or disabilities. Pupils have a sound understanding of how to stay safe. A minority believe behaviour could be improved so that they can concentrate better in lessons. This was seen when pupils began calling out during a lesson about doubling numbers in mathematics. They enjoy the opportunities to discuss work problems

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with others. Year 2 pupils, during a literacy lesson that involved studying Henry VIII, eagerly discussed adjectives that describe the king.

Pupils make an overall satisfactory contribution to the local community when singing or performing and when developing a photography exhibition at the 'Needles Battery Museum' but often lack the opportunities to contribute to the life of the school. Their generally positive attitudes, along with the above expected levels of basic skills, coupled with opportunities such as raising funds for charity and the 'Rock Challenge', help ensure that pupils are well prepared for the next stage in their lives. There are insufficient opportunities for them to further develop entrepreneurial skills.

Attendance is satisfactory. The school recognises the need to increase the profile of good attendance to pupils and their parents and carers. The pupils' spiritual, social and cultural development is very good with the pupils adapting well, for example, to the ethos of the weekly liturgy in the local church. This results in them having a heightened spiritual sense and time for reflection. They experience virtual tours of a mosque and synagogue, and learn well about having a respect for, and understanding of, other faiths from an early age. The consideration given by older pupils to the interests of younger pupils is very good.

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	2
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	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
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

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How effective is the provision?

Teachers have good subject knowledge, and in lessons use this to pose some challenging questions. Not all teachers give sufficient opportunities for pupils to raise questions of their own and comment on others' work and ideas. Teachers develop a range of activities which match well the different learning styles of pupils and promote enjoyment. ♦ This was seen in a literacy lesson when younger pupils were motivated when asked to identify various artefacts and then write the appropriate label for the artefact. One older high-attaining pupil summed up her lesson by saying, 'I'm finding this quite easy, but we're enjoying it.' This reflects the inconsistency in challenge in some lessons where activities are planned that 'cap' the level of learning for pupils, and slows their potential progress. Pupils with special educational needs and/or disabilities progress in line with their peers because teaching assistants are proactive in their support. Some teachers are using the good, new pupil-friendly assessment guidance to clearly show the next steps in pupils' learning, but the practice is inconsistent.

The satisfactory curriculum is being developed to provide more cross-curricular themes that motivate pupils well, but it has yet to be fully developed for older pupils. A Year 1 topic on the Great Fire of London involves information and communication technology activities, together with a trip to the local fire station, links to how to stay safe and model making. It also offers opportunities for pupils to practise their literacy and numeracy skills in other subjects. Some good additional activities exist and help extend pupils' interests and skills. For example, trips, a visit by a history group, a Tudor banquet and opportunities to be involved in developing the environment and allotments. However, the current range of clubs, which includes 'Go Ride' and football activities, is too limited.

The level of pastoral care is very good. Pupils say they are cared for and that the adults know them well. Pupils with special educational needs and/or disabilities are well monitored. Case studies show that the school is outward looking in its approach to seeking external expertise. This benefits pupils and their parents and carers, and successfully supports those who have aspects in their lives that create barriers to learning. While the quality of support is good, the records lack an overall tracking sheet, which makes it more difficult to identify any common patterns in, for example, behaviour. Induction procedures are thorough. A good range of policies relating to health and safety exist and risk assessments are in place. This helps ensure that all staff know the routines, and correct procedures, for child protection.

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

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How effective are leadership and management?

The effect of the acting headteacher and his assistant head in galvanising the active support of staff and parents and carers is impressive. Staff are responding well to the good level of feedback given to them regarding their teaching, although the full effect of such monitoring is still to be realised. They welcome the increased responsibility which is being handed to them. The new leaders are increasingly involved in monitoring pupils' progress and have overseen target setting for pupils. There are some inconsistencies in the quality of their monitoring because of the turnover of staff. For example, lesson observations and pupil conversations have been carried out by the subject coordinator in mathematics but not yet in literacy. Consequently, some weaknesses in action planning exist.

The governing body regularly monitors the various policies and procedures of the school. It has a particular focus on safeguarding and health and safety. It conducts regular discussions and reviews which result in it being assured that the correct procedures are being carried out. All staff and governors have relevant recent training. Regular checks are made to ensure the safety of the site and it is secure. Governors now have subject responsibility which will better enable them to learn about the school. Their ability to challenge senior staff is limited in the area of pupils' attainment and progress because they have yet to receive sufficient training about interpreting assessment data.

Equal opportunity is at the heart of school life. The recent new progress data format enables groups of pupils to be more easily tracked, their needs discussed in progress meetings, and, subsequently, appropriate intervention provided. Performances such as Charlie and the Chocolate Factory give good opportunities for all pupils to show their skills and knowledge outside of the classroom. Partnerships such as with the local cluster of schools and with the parish are good. They have a positive impact in the school, not least in the provision of varied sporting activities. There are insufficient links with the business world and consequently opportunities are missed for pupils to benefit from adults speaking of their work and aspirations. Parental links have been further developed and are good. The Friends Association is active and runs a club for pupils.

The school has conducted a satisfactory review of its community cohesion work. Particularly good links exist with the local parish and village. There are some embryonic links with national and international schools but these have yet to develop into curriculum work between pupils.

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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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

New leadership has brought good improvements; the environment is bright and stimulating with resources easily accessed. There is a good balance between child- and adult-initiated activities, and the learning journey booklets give clear evidence of and helpful guidance to parents and carers about their child's progress.

The immediate external area is limited in size and has no facilities for children to work under cover. However, children do have access to the stimulating copse area with its cycle track and water feature. Consequently, provision is good.

Children's entry levels into the Early Years Foundation Stage vary from being at the expected levels of skills and knowledge to slightly above. The children have relative weaknesses in some aspects of literacy and numeracy, especially writing. In the recent past, there has been evidence of underachievement of children, but in observations during the inspection good teaching is leading to improved progress levels. Good opportunities are given to the children to develop writing skills through role playing and making marks. However, it is too early to see the full impact of these various positive changes.

Parents and carers and children are well prepared for entry into Reception and there are particularly strong communication systems in place. Relationships are good and consequently the children settle easily, socialise and share resources well. Activities also promote children's good progress in speaking and listening skills, for example when children took part in a role play based on an airline scenario. This also promoted an awareness of the world around them as there was a highly relevant link made to the topic of emigration. Their filmed topic based on the festival of Divali also demonstrated their increasingly good knowledge of the cultures and faiths of others.

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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	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The very large majority of the parents and carers who completed the Ofsted questionnaires are happy with their child's experience at the school. The vast majority believe their child is safe. A small minority believe their child is not making sufficient progress. The inspection revealed inconsistencies in teaching that slows the progress of pupils, particularly the older ones. The majority of parents and carers believe that the school helps them to support their child's learning, and the curriculum information sent home to parents and carers, particularly for younger children, is judged good by inspectors. A large majority of parents and carers feel the school listens to their concerns. A small minority had concerns about behaviour, and this was supported by a minority of pupils. Inspectors observed some low-level disruption during lessons but judged behaviour satisfactory during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Saviour's Roman Catholic 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 125 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	55	17	36	4	9	0	0
The school keeps my child safe	26	55	20	43	1	2	0	0
My school informs me about my child's progress	22	47	20	43	4	9	0	0
My child is making enough progress at this school	15	32	22	47	6	13	4	9
The teaching is good at this school	19	40	21	45	7	15	0	0
The school helps me to support my child's learning	19	40	19	40	7	13	2	4
The school helps my child to have a healthy lifestyle	15	32	29	62	2	4	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)	13	28	24	51	6	13	1	2
The school meets my child's particular needs	18	38	19	40	7	15	2	4
The school deals effectively with unacceptable behaviour	12	26	25	53	6	13	2	4
The school takes account of my suggestions and concerns	12	26	24	51	9	19	1	2
The school is led and managed effectively	13	28	27	57	3	6	2	4
Overall, I am happy with my child's experience at this school	17	36	24	51	4	9	1	2

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.



29 November 2010

Dear Pupils

**Inspection of St Saviour's Roman Catholic Primary School, Totland Bay P039
OHQ**

You may remember our recent visit to your school. You were keen to tell us about your school – thank you. We listened carefully to what you told us. We believe yours is a satisfactory school. This means that it does some things well but could do other things even better. We especially liked the way the school cares for you.

We like the partnerships made with organisations outside the school that benefit you, for example in sport and with the allotments and the local environment. We also like the links that the school makes with parents and carers. You told us that you are happy at school. You know well how to stay safe and healthy – keep riding the bikes! Some of you believe that behaviour could be better in some lessons. We agree, and some of you could help by not calling out in class. The way you get involved with your school and local community is very encouraging. We could see that for many of you the church and its services are important, but that you also had great feelings for other faiths and ceremonies such as Divali.

You told us, and we agree, that you have a good variety of things to do in lessons. You are obviously looking forward to the Tudor banquet! We believe, and the school agrees, that it could provide more clubs for you. We could see you enjoy learning. Occasionally, the work you get is not challenging enough and your progress slows. The school is going to look at this, and to make sure that all teachers have high expectations of what you can do. We have asked that you are given more chance to give your views about lessons, your work and how you learn. Teachers' marking gives you much encouragement. We have asked that they clearly show you how to improve your work. All the adults want to make the school even better for you. To help with this, the school has been asked to make sure that all subject leaders have enough opportunities and training to carry out their job of judging how well you are doing and what the effects are of any changes they introduce.

Thank you once again and I wish you all the very best for your future.

Yours sincerely

Michael Pye

Lead inspector

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