

St Saviour's CofE Junior School

Inspection report

Unique Reference Number	109153
Local Authority	Bath and North East Somerset
Inspection number	356485
Inspection dates	10–11 March 2011
Reporting inspector	Stephen Lake

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	149
Appropriate authority	The governing body
Chair	Tony Ashford
Headteacher	Kevin O'shea
Date of previous school inspection	28 January 2008
School address	Brookleaze Place Bath BA1 6RB
Telephone number	01225310137
Fax number	01225 338684
Email address	stsaviours_jun@bathnes.gov.uk

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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 19 lessons covering seven teachers. Inspectors held meetings with the Chair of the Governing Body, members of staff and pupils; they also spoke to a number of parents and carers. They observed the school's work and looked at many school documents including the self-evaluation form, the school development plan, the governing body minutes, and the school's assessments of pupils' attainment and progress. Inspectors also reviewed the records held on vulnerable pupils, school policies and reports from the School Improvement Partner. Inspectors analysed questionnaires received from pupils, staff and 78 parents and carers.

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



- The effectiveness of changes to the way assessment information is used to identify and raise the attainment of underachieving pupils.
- The impact of school strategies to monitor and improve teaching and learning.
- The impact of changes to the curriculum upon attainment and progress in English and mathematics.
- The effectiveness of school strategies to improve pupils' understanding of healthy lifestyles.

Information about the school

This school is smaller than most junior schools. It serves mainly the area surrounding the school. The vast majority of pupils are White British and the proportion from other ethnic groups is below average. A few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is average. The proportion of pupils with special educational needs and/or disabilities is above average as is the proportion of those with a statement of special educational needs. Their needs include many with behavioural difficulties or moderate learning difficulties and those whose needs place them on the autism spectrum. Most of the pupils have attended the neighbouring infant school.

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 CofE Junior School provides a satisfactory education. Pupils' achievement is satisfactory. Attainment is rising but remains broadly average. Progress is satisfactory and improving steadily after a dip in 2009. The school has some strong features. It enables pupils to feel safe and secure and engages effectively with parents and carers who are extremely positive about all aspects of its work. The good quality care, guidance and support provided are particularly evident in the concern shown for those pupils with special educational needs and/or disabilities and those who speak English as an additional language. The school promotes community cohesion well. Pupils' spiritual, moral, social and cultural development is good. They behave well, and make a strong contribution to the school community. Pupils have a good understanding of how to stay healthy and keep fit.

Achievement has accelerated in English due to the high focus on improving writing. The improved systems for checking on pupils' progress are used well to identify underachieving and low-performing pupils. This has resulted in an improvement in the progress of vulnerable pupils and those with additional learning needs who now achieve better than their peers. The quality of teaching and learning continues to improve, especially in English, but remains satisfactory overall. The proportion of good teaching is not yet high enough, particularly in mathematics, to ensure good progress for all pupils.

The school has an accurate view of its strengths and weaknesses. Information gained is used satisfactorily to target key areas for school development but the school development plan, although satisfactory, it is not precise enough. The limited detail makes it difficult for the governing body to be sufficiently involved in evaluating its effectiveness. School leaders and governors recognise that more rigorous analysis of data is required to give them a clearer view of overall school performance and to enable more challenging targets to be set. Nevertheless, there is substantial evidence to show that the pace of change is increasing as leaders and managers refine and build upon the changes of the last 18 months. Strengths of the last inspection have been maintained. Action to address most of the issues identified in this report has already started but it is too early to see the full impact. These factors, as well as improvements to the quality of teaching and learning, indicate a satisfactory capacity for sustained improvement.

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?

- Improve the proportion of good teaching to 75% by April 2012 to enable good progress by all pupils by:

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- improving the way assessment information is used to plan lessons that challenge all pupils, especially those who are more able, particularly in mathematics
- making sure that all teachers have consistently high expectations of what pupils can achieve so that the pace of learning in all lessons matches that of the best seen in the school.
- Improve the quality of the school development plan by September 2011 to allow the governing body to become more involved in monitoring and evaluating its effectiveness by ensuring that the plan includes:
 - more precisely defined targets for improvement with clear deadlines for completion
 - detailed success criteria against which progress towards targets can be measured so that governors can become more involved in judging the impact of the strategies.
- By September 2011, embed the use of the revised systems for analysing data on pupils' attainment and progress to:
 - give the governing body and managers a clearer overall picture of school performance compared to other schools nationally
 - set more challenging targets that reflect good progress by all pupils.

Outcomes for individuals and groups of pupils**3**

St Saviour's Junior School has a caring family atmosphere where staff work hard to make pupils feel valued and learning enjoyable. Pupils were very keen to tell inspectors how much they like the school and enjoy their lessons. Pupils' attainment in writing is improving because changes to the curriculum enable a better focus on writing. Lessons often give pupils clearer reasons for writing but present them in a stimulating and enjoyable manner. For example, in an outstanding English lesson on formal writing, pupils responded very well to the request to translate a picture of aliens landing at Old Trafford football ground into a formal report. More-able pupils were required to make correct use of time connectives and concentrate on setting the key facts in chronological order. Clear success criteria based upon high expectations were set out for different ability groups and well-focused teaching helped each group understand these well. This resulted in excellent learning in this lesson. Good quality support from teaching assistants ensures that pupils with special educational needs and/or disabilities and the small number of pupils who speak English as an additional language make good progress.



Pupils clearly know right from wrong and show respect for themselves and others. They have a good understanding of their own and other cultures throughout Britain and the wider world through the high focus on different cultures, including in their topic work. For example, good quality art work based on Indian miniature paintings was observed on display. Pupils are polite, friendly and confident when talking to visitors to the school. They say there is almost no bullying in the school and they trust teachers to deal effectively with any that might occur. Pupils have a good understanding of healthy lifestyles. They explain enthusiastically what constitutes a healthy snack or lunch and a large majority of pupils walk to school.

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Many pupils take advantage of the many after-school sports clubs and links with local schools provide ample opportunities for competitive sports. Pupils make a good contribution to the school and local community, for example, by writing letters in support of a local play park. They undertake a wide range of responsibilities such as school council representatives, or as helpers on the playground. They particularly enjoy looking after the school's chickens that were bought at the suggestion of the school council. The wider personal skills pupils gain from these activities, together with their sound literacy, numeracy and information and communication technology (ICT) skills, help prepare them satisfactorily for their future lives.

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	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	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

How effective is the provision?

The identification of underachieving pupils through the introduction of new systems for assessing pupils is enabling them to make better progress because work is now more closely matched to their needs. Realistic targets have been set for most individual pupils. However, this is inconsistent and in a few lessons further acceleration of progress is limited because work is set for the whole class and assessment information is not used well enough to set work which addresses the differing abilities of pupils. In particular, more-able pupils are not always challenged enough, especially in mathematics. Where this

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occurs, the pace of learning slows and the expectations of what pupils can achieve are too low. This can lead to some off- task, low-level disruptive behaviour by a small minority of pupils that slows learning. ♦



In many lessons, teachers ask searching questions that assess how well pupils understand the work and challenge them to achieve more. Most provide good oral feedback and mark work regularly with written comments that indicate clearly what pupils need to do to improve their learning. In many lessons, the good use of 'talk partners' helps pupils to assess how well they are doing and improve their own performance.



The balance of the curriculum has improved since the last inspection to link learning across subjects with a broad range of activities that support learning appropriately. The impact of recent changes to ensure that topics studied are chosen to provide reasons for writing can be seen in pupils' improving writing skills. However, this has not yet developed to the same extent in mathematics. The curriculum contributes well to most aspects of pupils' personal development, especially through visitors and visits, including residential visits. Good use is made of the local area. The focus on walking to the visits in the centre of Bath supports pupils' understanding of keeping fit. Through these visits, pupils are also made aware of the very wide range of cultures and nationalities visiting Bath. This extends pupils' understanding of community cohesion. The many after-school clubs are popular and well attended. Close partnerships with other local schools and the local universities provide additional opportunities to challenge those pupils identified as gifted and talented.



Pastoral care, especially for vulnerable pupils and those with additional needs, is strong. Child protection procedures are robust and good links with outside agencies ensure support for vulnerable pupils. The school is vigilant in ensuring the safety of pupils and in monitoring their attendance. Good support for parents and carers has resulted in a small but steady improvement in attendance. New and robust systems for tracking and recording pupils' attainment and progress at regular intervals have been introduced. These enable the school to identify easily where extra support is needed. The procedures for identification of pupils with special educational needs and/or disabilities are effective and result in good progress.

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?

Senior leaders communicate a clear drive and ambition to improve the school and raise attainment. This is shared satisfactorily with all members of the school community. The revised systems for checking on the progress made by pupils are of good quality, but the information gained is presently used more effectively at a pupil and class level than at a strategic level. This limits the ability of senior managers and the governing body to compare the school's performance against other schools nationally. Checks on the performance of different groups are being used increasingly effectively to ensure equality of opportunity alongside the school's efforts to prevent discrimination. Nevertheless, in spite of improving progress, pupils are currently achieving satisfactorily because the targets set for whole-school performance are not challenging enough.

The governing body supports the school well, Budget management is good with the school due to come out of the agreed deficit budget a year ahead of time. ♦ However, they are not yet sufficiently involved in monitoring and evaluating the school so that they are better able to hold the school to account. Senior leaders have satisfactory systems to check on the strengths and weaknesses of teaching and learning through regular observations and make accurate judgements on these areas. The school development plan correctly identifies the need to increase further the proportion of good teaching but does not give enough detail on how this is to be done. Although suitable areas for improvement are set out, they do not include measureable targets with a clear time line. In addition, it is not clear enough who has the responsibility for checking that success criteria have been met.

The school is rigorous in ensuring the safety of pupils. Training in child protection for staff and governors is regularly updated. Risk assessments are of good quality and the school takes reasonable steps to ensure that pupils are safe, taking into account the challenges with the many separate buildings. Community cohesion is taken seriously. The school has a clear view of the religious, ethnic and socio-economic background of its pupils. Effective strategies promote engagement with a range of community groups both locally and further afield through strong international links with a number of schools.

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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	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

Views of parents and carers

The proportion of parents and carers returning questionnaires is broadly average. The vast majority of parents and carers support the school strongly. A large minority of those who responded chose to add written comments. Typical of the positive comments was, 'My child is very happy at school and enthusiastic about his lessons and teachers. The topics are well-chosen and interesting.' There were no areas in which a significant proportion raised concerns. A few were concerned about how their children were encouraged to lead healthy lifestyles or the quality of leadership and management. Inspection evidence shows that the school does a good job in encouraging pupils to lead healthy lifestyles and that leadership and management are satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Saviour's C of E Junior 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 78 completed questionnaires by the end of the on-site inspection. In total, there are 180 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	50	36	46	1	1	0	0
The school keeps my child safe	49	63	26	33	0	0	0	0
My school informs me about my child's progress	26	33	46	59	4	5	0	0
My child is making enough progress at this school	29	37	42	54	4	5	0	0
The teaching is good at this school	30	38	41	53	2	3	0	0
The school helps me to support my child's learning	29	37	43	53	4	5	1	1
The school helps my child to have a healthy lifestyle	24	31	42	54	8	10	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)	36	46	31	40	1	1	0	0
The school meets my child's particular needs	30	41	40	51	4	5	0	0
The school deals effectively with unacceptable behaviour	29	37	40	51	4	5	0	0
The school takes account of my suggestions and concerns	28	36	40	51	2	3	3	4
The school is led and managed effectively	34	44	33	42	5	6	2	3
Overall, I am happy with my child's experience at this school	39	50	33	42	3	4	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.



14 March 211

Dear Pupils

Inspection of St Saviour's C of E Junior School, Larkhall, Bath BA1 6TG

Thank you for making us welcome when we visited your school. We enjoyed talking with you about all the things you like. I was impressed by how you look after the school chickens. Yours is a satisfactory school that is improving. You attain levels similar to those reached in most schools and make satisfactory progress in your learning.

Here are some of the other things we found out about your school.

- The school looks after you well. It is particularly good at making sure you know how to stay fit and healthy.
- You make a good contribution to school life through the responsibilities that you take on such as members of the school council or by looking after the school chickens.
- You understand right from wrong well and behave well. You have good social skills and a good understanding of how to get on with other people from different parts of the world.
- The school provides a lot of activities to make your learning interesting.

In order to help the school continue to improve, this is what we have asked the headteacher and the governing body to do.

- Increase the amount of good teaching so that you all learn better. To do this, teachers will be using the information that they have on you to plan work that challenges all of you more, especially those of you who find learning easy. You can help by telling your teacher if you find any work too easy or too hard. Teachers will be also be making sure that you work fast enough and complete enough work in each lesson.
- Improve the plan for making your school better so that it is clearer and has more easily measured targets.
- Use the information the school has on your attainment and progress in better ways to show how well your school is doing compared to other schools and set challenging targets for you.

Yours sincerely

Stephen Lake
Lead inspector

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