

# St Saviour's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	100733
<b>Local Authority</b>	Lewisham
<b>Inspection number</b>	354880
<b>Inspection dates</b>	5–6 July 2011
<b>Reporting inspector</b>	Sarah McDermott

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	236
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Myra Hannon
<b>Headteacher</b>	Jo Spittles
<b>Date of previous school inspection</b>	28 April 2008
<b>School address</b>	10 Bonfield Road Lewisham London SE13 6AL
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## Introduction

This inspection was carried out by three additional inspectors. The team observed 12 lessons taught by 9 teachers. The inspectors held meetings with members of the governing body, staff and groups of pupils. They scrutinised pupils' work and looked at the data the school had collected on pupils' academic progress and attendance. They also looked at the school development plan, investigated procedures for keeping pupils safe and analysed the responses to questionnaires from pupils, staff and 48 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 extent to which leaders ensure that different groups within the school all make good progress.
- The effectiveness of the governing body in giving strategic direction.
- The success in encouraging parents and carers to support their children's learning as best they can.
- The extent to which the school has been successful in promoting community cohesion.

## Information about the school

St Saviour's Catholic Primary School is average in size. The proportion of pupils known to be eligible for free school meals is above average. Most pupils are from minority ethnic groups, predominantly of Black Caribbean, Black African or other Black heritages. An above average proportion of pupils do not speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is above average. Their needs mostly relate to speech, language and communication difficulties.

The Early Years Foundation Stage comprises separate Nursery sessions in the morning and afternoon, with a number of children staying the full day, and one Reception class. Amongst a number of awards, the school has the Activemark and the Healthy School award. The school manages its own breakfast club and after-school club on site that are part of this 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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

St Saviour's Catholic Primary is a good school where year-by-year the headteacher and her leadership team have determinedly improved the attainment and achievement of all pupils. It is a safe, calm and orderly place, well founded on Catholic principles. One parent commented, 'A fantastic school that not only has the needs of the child fully catered for, but also those of the family during difficult periods of time.' The school communicates well with parents and carers, who appreciate all the school does for their children and justifiably believe their children are secure and well looked after.

Young children get off to an excellent start in the Nursery class, building up a very strong foundation of social skills and independence. Children receive good care and teaching in the Reception class, but their progress in physical development and knowledge and understanding of the world is hampered by limited outside areas. Pupils make good progress throughout the school and leave in Year 6 with attainment above average in English and mathematics. Of particular note is the high proportion of pupils who reach the higher Level 5 in both subjects. Realising that attainment in writing and mathematics needed improvement, senior managers successfully threaded opportunities for writing and numeracy into activities right from an early age. As a result, performance has improved and, not surprisingly, a great number of pupils declare that mathematics is their favourite subject. Pupils from a wide range of different ethnic heritages and the many who do not speak English at home make similarly good progress because teachers include all pupils very effectively in making the most of their learning. Careful attention and knowledgeable support for pupils with special education needs and/or disabilities result in their good progress too.

Pupils behave especially well in lessons because teachers have high expectations and move lessons along at a good pace. The headteacher and her cohesive senior management team ensure the quality of teaching is consistently good across the school through regular and robust monitoring of lessons, teachers' planning and pupils' work. An interesting and thoughtfully designed curriculum is well matched to pupils' needs.

Senior leaders have a shared knowledge of what needs to be improved, all clearly set out in the school development plan. The views of staff, pupils, parents and carers are valued and incorporated into forward planning. The governing body gives good support to the school. It is building up its ability to assess the school's academic performance against national comparisons, but does not yet consistently challenge the headteacher on the attainment of different groups of pupils. The school has not only successfully tackled improvement points from the last inspection but also addressed areas of weakness it identified. In three years the school has moved attainment from below average to securely above average. Consequently, the school demonstrates a good track record with good capacity for further sustained improvement.

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## What does the school need to do to improve further?

- Develop the outside learning area for the children in Reception so they can extend their learning, in particular knowledge and understanding of the world and physical development.
- Improve the governing body's ability to give strategic direction to the school by:
  - developing governors' knowledge of their pupils' academic performance compared with other schools
  - enhancing governors' skills in questioning any underperformance of different groups of pupils.

## Outcomes for individuals and groups of pupils

**2**

Pupils arrive in Year 1 with average skills. All pupils, whatever their ethnic background, make consistently good progress across the school. Although the proportion of pupils reaching the higher levels at the end of Key Stage 1 is lower than most schools, by the time pupils leave at the end of Year 6 significantly more pupils than average attain Level 5, particularly in mathematics. There is no significant difference in the progress of boys and girls at both key stages made. Learning is productive and focused in lessons. Pupils are well tutored in classroom routines, settling down and finding the right resources quickly. They work together effectively, making good use of their 'talk partners' to develop ideas. Many pupils are self-assured, but a few speak quietly and lack confidence in their abilities. Pupils are learning to work independently and to see what needs to be done next without always asking their teacher. They know how they are doing and what they need to do to improve their performance. For example, Year 2 pupils carefully explained that the higher the 'bee' or 'astronaut' moved up the chart on display the better their progress in literacy or numeracy. Pupils can fairly evaluate their own or their classmates' work.

Pupils are very positive about school. They feel safe and know who to turn to if they are at all worried. Pupils maintain high standards of behaviour and are quick to report any activities of their peers that they perceive as inappropriate. Behaviour in lessons is invariably impeccable, meaning pupils can learn without interruption. Pupils know about balanced diets and most relish the good quality cooked lunch. They are energetic at playtimes, skipping, playing football or running around with friends. Pupils enjoy participating in school events, including clubs such as gymnastics, Spanish and choir. The choir gains many rightful plaudits for their tuneful singing in the shopping centre.

School councillors take their role seriously, representing their classes democratically at meetings and writing up their own minutes. Spiritual, moral, social and cultural development is good. Pupils empathise with the plight of the less fortunate, raising good amounts for charity, and reflect sensibly and thoughtfully during times for prayer. They are keen to learn more about faiths and ways of life beyond their own. Pupils are proud to have improved their attendance and most understand that days off school detract from their learning. With good attendance and behaviour and above average literacy and numeracy skills, pupils are well prepared for moving on to secondary school and eventually the world of work.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

Teachers move lessons along at a good pace, setting realistic timescales and motivating lively learning. They make good use of information collected from previous lessons to ensure each pupil is set work according to ability and interest. In a good Year 6 mathematics lesson on the concept of proportion, all pupils made good progress because they were set suitably challenging work or had extra effective support from teaching assistants. Teaching styles and activities are carefully chosen to ensure pupils with special educational needs and those with English as an additional language make as good progress as their classmates. In most lessons, teachers check at regular intervals that no pupil has the wrong idea or is stuck. However, on occasions, opportunities are missed to check at the beginning that all pupils are clear about what they will be doing. Teachers make sure work is marked regularly with encouraging comments and suggestions for improvement.

Lessons are often enhanced with role play, such as dressing up in Tudor costume for a joint history and art lesson. One parent commented that her children frequently came home with exciting reports of what they have been doing. 'The day is action packed with learning and play.' Themes such as International Week and Book Week capture pupils' imagination well and the Maths Week helped many parents and carers increase their involvement in supporting their children's numeracy skills. The school works well to bring experiences to pupils that they might not otherwise have. A wide range of extra-curricular

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clubs is especially successful in promoting exercise and fitness, evidenced by recent awards. The residential journey for Years 5 and 6 to the Arethusa Centre is very popular, giving pupils a chance for outdoor adventure and often their first stay away from home.

The care, guidance and support for pupils are good. The school liaises very closely with specialists and outside agencies to find the right support for vulnerable pupils and those with particular special educational needs. The school is well resourced with stair lifts for pupils with disabilities. Pupils who arrive mid term with little English are settled in very quickly and are soon learning as effectively as more established pupils. Year 6 pupils are confident in moving on to secondary education because of the school's good liaison with secondary schools. The breakfast and after-school clubs provide a calm, safe and supportive start to the day where pupils can eat a healthy meal and play productive games.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The school is moving from strength to strength under the thoughtful and well organised leadership of the headteacher and her senior leadership team. They are ambitious for all the pupils, ensuring home circumstances or special educational needs do not hinder learning and progress. Morale is high amongst the staff team. The senior leadership team knows the strengths and development areas in teaching and is effective in giving support or organising appropriate training should colleagues need it. Middle managers are taking effective responsibility in their subject areas, making good use of assessment data to note trends in performance of different groups and to address any underperformance. The governing body has been instrumental in improving the fabric of the school and keeps a close eye on spending decisions. However, governors are not placing sufficient emphasis on questioning the headteacher about the relative performance of different groups of pupils against national data so they can take an informed strategic lead.

The school puts great effort into providing parents and carers with useful information about their children's progress and how to manage behaviour. This is reaping benefits as an increasing number of parents and carers help their children with homework and hear them read. Good partnerships with other schools extend the range of sports and physical activities available for the pupils. The headteacher and senior teachers support other schools to develop their practice in areas such as early years education and writing development. The promotion of equal opportunities is good and results in all pupils making equally good progress in their learning.

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Safeguarding procedures are robust and effective, with regular checks on the effectiveness of recruitment and child protection systems. The school promotes community cohesion well. Pupils gel positively as one supportive community in school and enjoy taking part in local events and parish occasions, when they have the chance to lead liturgies in church. The Comenius project introduces pupils positively to different customs and traditions around the world, highlighting children's rights and responsibilities in a variety of countries. The school is concentrating on building up pupils' appreciation of other ways of life and religions followed within the United Kingdom.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children in the Nursery class benefit from a good quality, dedicated building. The Nursery play area is very well set up for children to develop their initial understanding of science and nature. A lively array of activities entices children to observe and explore independently. For example, children discovered ladybirds in the garden, carefully studied them with magnifying glasses and with plenty of free expression created delightful and perceptive pictures. As children in the Reception class do not have free access to their own outside area, progress in physical development and knowledge of the world is not as rapid as in the Nursery class.

Early Years Foundation Stage staff successfully discuss class 'targets' with the children. Very soon children know how to behave properly and look after each other. One boy commented, 'God and Jesus help us to be kind to each other.' Consequently, children are happy, productive and play particularly well together. Teachers and assistants have high aspirations for the children, making sure they have every chance to write, introducing them from the beginning to artists such as Mondrian and Miro. Staff develop children's vocabulary well, making sure key words accompany different activities. Reception children



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are prepared carefully for moving on to Year 1, although for a few the teaching style is too structured and they lose concentration during long stretches on the carpet listening to adult explanations.

The Early Years Foundation Stage leader and her staff track the progress of each child well, swiftly ensuring those who find certain areas of learning difficult have special support. They know the strengths and weaknesses of the Early Years Foundation Stage and already have plans to improve the outside areas for the Reception children.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The level of response to the questionnaire was much lower than usual for primary schools. Parents and carers who replied are unanimous in being happy with their child's experience at St Saviour's. Most parents and carers are positive about all other aspects of the school. In particular, they believe their children are safe, receive good teaching, are well prepared for the future and have their particular needs met. The inspection team agrees with these sentiments. A few parents and carers believe the school could guide them more in helping their children's learning. Inspectors judge that the school provides a good amount of information and support to parents and carers with their children's education.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Saviour's Catholic Primary 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 236 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	71	13	27	1	2	0	0
The school keeps my child safe	34	71	14	29	0	0	0	0
My school informs me about my child's progress	29	60	17	35	2	4	0	0
My child is making enough progress at this school	20	42	24	50	1	2	0	0
The teaching is good at this school	27	56	20	42	0	0	0	0
The school helps me to support my child's learning	25	52	19	40	4	8	0	0
The school helps my child to have a healthy lifestyle	28	58	19	40	1	2	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)	21	44	22	46	0	0	0	0
The school meets my child's particular needs	25	52	21	44	0	0	0	0
The school deals effectively with unacceptable behaviour	28	58	19	40	0	0	1	2
The school takes account of my suggestions and concerns	20	42	22	46	0	0	1	2
The school is led and managed effectively	28	58	19	40	1	2	0	0
Overall, I am happy with my child's experience at this school	32	67	16	33	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



7 July 2011

Dear Pupils

**Inspection of St Saviour's Catholic Primary School, London SE13 6AL**

Thank you very much for welcoming us to your school. St Saviour's Catholic Primary is a good school. You make good progress and attain above the national average in English and mathematics. Teaching is good because teachers plan work well to match your needs and let you know if you have done well. You have interesting trips and clubs arranged for you. The headteacher and her team of senior teachers lead the school well and they know what needs improving.

Your behaviour is good and you get on well with each other. You know how to look after each other and are learning to keep yourselves safe. We particularly like the way you help around the school and enjoy participating in parish and Lewisham events. We are impressed with how you keep yourselves healthy by eating the tasty lunches, enjoying sport and walking to school. Well done in improving your attendance!

To make your school even better, we have asked it to do the following.

- Improve the play area for the children in Reception so they can learn more by investigating, exploring, climbing and playing games outside.
- Encourage governors to ask more questions about how the school's results compared with other schools and how different groups of you are performing.

We certainly enjoyed our visit to your school. We know that your teachers and their assistants make your school a special place for you. You can help by always striving to do your best and making your families and the school proud of you.

Yours sincerely

Sarah McDermott  
Lead inspector

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