

St Saviour's Church of England Primary School

Inspection report

Unique Reference Number	100961
Local Authority	Tower Hamlets
Inspection number	363643
Inspection dates	13–14 July 2011
Reporting inspector	Joy Considine

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	235
Appropriate authority	The governing body
Chair	Lynn Johnson
Headteacher	Barry Porter
Date of previous school inspection	12 September 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 14 lessons taught by eight teachers and they held meetings with staff, members of the governing body, parents and carers, and groups of pupils. They observed the school's work, and looked at school development planning, pupils' assessment and tracking information, minutes from governing body meetings and pupils' work.

Additionally, they analysed the questionnaires received from 78 parents and carers as well as those from pupils and staff.

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

- Achievement in English throughout the school and the extent to which teaching challenges all pupils.
- How well the planned curriculum meets the needs of all pupils.
- How effectively the school identifies and addresses priorities for improvement.
- What the school is doing to improve pupils' attendance.

Information about the school

The school is about the same size as most primary schools and serves pupils from the local community. The proportion of pupils who are known to be eligible for free school meals is above average. The proportion of pupils who are from minority ethnic groups is larger than usual and the proportion of pupils who speak English as an additional language is lower than usual. The proportion of pupils who have special educational needs and/or disabilities is lower than usual. There is provision for children in the Early Years Foundation Stage in the Nursery and Reception classes. There is a breakfast club which is managed by the governing body. The school is undergoing a major building programme to provide additional office accommodation and there have been some disruptions to the staff team since the previous 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?

3

The school's capacity for sustained improvement

3

Main findings

This school provides a satisfactory quality of education for pupils. By the end of Year 6, as a result of good teaching, pupils' attainment is broadly average in English and it is significantly above average in mathematics. Attainment is lower in writing than it is in reading and mathematics. This is largely because the planned curriculum does not always enable pupils to practise and consolidate their writing skills before moving on to new learning. In lessons, most pupils work hard and make good progress in reading and mathematics and they make satisfactory progress in writing. Pupils who have special educational needs and/or disabilities receive focused support from skilled teaching assistants and this enables them to make good progress from their starting points.

Pupils' personal development is satisfactory overall because key aspects, including their behaviour and feeling safe, are only satisfactory. In lessons, pupils behave well and they get on well together. However, some pupils do not always feel safe in the playground, owing to the poor behaviour of a few others. Several aspects of pupils' personal development are good. They have a good understanding of the need to adopt a healthy lifestyle. They make a good contribution to the school and the local community. Owing to the school's strenuous efforts, attendance has improved and is now average.

The overall quality of teaching is good. In the majority of lessons, teachers plan work that is well matched to the needs of most pupils and this enables them to make good progress. When marking pupils' work, most teachers provide pupils with comments showing them what they have done well and what they need to do further to improve their work but this good practice is inconsistent across the school. While the curriculum meets all statutory requirements, there is no overview to show how pupils will develop their skills and knowledge sequentially and this means that opportunities to accelerate their progress are missed. The curriculum is enhanced by visitors to school and pupils' visits to local places of interest.

Care, guidance and support for pupils are satisfactory. Although the school meets all statutory requirements regarding safeguarding and child protection, there are a few occasions where policies and practices are not implemented consistently by all staff. Staff use assessment information effectively to identify those pupils at risk of underachieving and put into place actions to help them to catch up with their classmates. Parents and carers are very supportive of the school. One parent wrote, 'St Saviour's is a fantastic school and I feel my children have been enriched by their experience at this school.'

School leaders are dedicated and ambitious for the school and this has led to an improvement in pupils' attainment and progress over the last few years. There have been some significant improvements to the Early Years Foundation Stage since the previous inspection. Leaders and managers have been less successful in ensuring behaviour and safeguarding procedures are consistently good. Self-evaluation is broadly accurate,

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providing leaders with an adequate understanding of the strengths and weaknesses of the school. Consequently, the priorities for development in the short term are appropriate. However, there is no longer-term plan to show how the strategic direction of the school will develop. This is a mixed picture and this is why capacity to improve further is only satisfactory.

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?

- Raise attainment in writing by:
 - providing more opportunities for pupils to practise and consolidate their skills before moving on to new learning
 - improving the quality of pupils' presentation and handwriting skills and by giving them more opportunities to write at length when learning other subjects
 - providing pupils with information about what they have done well and what they need to learn next and by giving them time to respond to teachers' comments.
- Improve the quality of leadership and management by:
 - developing long-term plans to show how the school will develop its strategic direction
 - improve the quality of subject leaders action plans to show targets for improvement that relate directly to pupils' attainment and progress
 - strengthening the systems for monitoring the work of the school so that there is greater consistency in the way in which policies, particularly those relating to pupils' behaviour and safety, are implemented.
- Improve the quality of the curriculum by:
 - developing a consistent approach to curriculum planning to ensure that pupils develop their skills sequentially and progressively in all subjects.

Outcomes for individuals and groups of pupils

3

Pupils achieve well academically. Their outcomes are satisfactory overall because their behaviour and feeling safe are not consistently good. They make good progress throughout the school, with little variation between classes or year groups. Pupils who speak English as an additional language and those who have special educational needs and/or disabilities make good progress because staff use assessment information well to plan lessons to meet their needs. Pupils enjoy their lessons and they say that teachers make learning fun. This was particularly evident in one lesson in which pupils had to design a poster advertising an imaginary theme park, using persuasive language. Scrutiny of pupils' work shows that they work hard and make good progress but that in a small minority of lessons, teachers' expectations of what they can achieve are too low. This is shown in the poor quality of handwriting and presentation of work seen in some pupils' books.

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Pupils enjoy school. They are friendly, polite and they get on well together regardless of background. They say that they mostly feel safe in school but occasionally some pupils are unkind and do not always behave well. Others expressed concern that there are a small number of pupils who are boisterous in the playground and that there are not always enough adults in the playground to address their concerns. During the inspection, most pupils behaved well. The playground was well supervised. However, a few instances of over-exuberant behaviour were observed around the school. Incidents of racist behaviour are rare and records show that the very few reported incidents of bullying are dealt with by the school.

Pupils say they enjoy the nutritious meals provided and the wide range of extra activities that keep them fit and healthy. They make a good contribution to the school and the wider community, particularly through fund-raising activities for charities. The school council is usefully involved in decisions regarding school improvements and all pupils have the opportunity to meet pupils from other local schools at community events outside school. There were some examples of good spiritual development seen during an assembly which was enriched by the quality of pupils' singing. Pupils have an adequate understanding of the lives and beliefs of those from other backgrounds and overall their spiritual, moral, social and cultural development is satisfactory.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
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	2
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	3

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?

Most teachers use lively and engaging methods, including good use of new technologies to present lessons that capture pupils' interest. Relationships between teachers and pupils are good and this inspires pupils to work hard and behave well in class. Lessons are usually well paced, with good questioning which teachers use to probe pupils' understanding and to develop their ideas. This was seen in a mathematics lesson in which the teacher asked pupils to explain how they were able to solve some complicated equations using correct mathematical vocabulary. Although most teachers mark pupils' work frequently, there are too few opportunities for pupils to respond to teachers' marking to help them to take the next steps in their learning. In most lessons, teachers set clear learning intentions so that pupils understand what they are expected to learn but do not always ensure that pupils have opportunities to practise what they have learnt.

There are some inconsistencies in planning the curriculum, which means that pupils do not always build on their skills systematically and progressively. There are some good examples of where pupils have practised their writing skills when learning about other subjects. For example, there was a display of pupils' work showing some good quality extended writing relating to the topic of The Aztecs. However, this good practice is not embedded across the school. In some classes, there are too few opportunities for pupils to write at length for different purposes and audiences, including in subjects other than English; in such cases, they often have to complete photocopied resource sheets which do not challenge them. The curriculum is enhanced by visits to local places of interest such as the Tate Gallery and London Zoo which contribute to their cultural development. Recently, Year 6 pupils enjoyed a residential visit to an outdoor activity centre where they developed skills such as team building and cooperation which prepare them well for their future. Partnerships with a major bank provide additional help with reading and mathematics as well as teaching chess to small groups of pupils.

Staff care for pupils. They make good use of assessment information to identify those pupils at risk of underachieving and they can point to some examples of good support given to pupils whose circumstances make them more vulnerable. Relationships with external partners, such as the attendance welfare officer, have been used effectively to improve attendance and the education psychologist has supported the school in working with pupils who have special educational needs and/or disabilities, enabling them to make good progress. Arrangements for child protection are satisfactory rather than good because there are a few variations in the way in which concerns are recorded. Staff have received recent training, but the policy was due for review, and was updated during the inspection. Pupils feel well prepared for transition to secondary school because the school has good partnerships with the receiving secondary schools. The breakfast club provides pupils with a healthy breakfast and structured activities, giving pupils a good start to the school day.

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These are the grades for the quality of provision

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

How effective are leadership and management?

School leaders, including governors, share a common sense of purpose, which is to develop the potential of each pupil fully. With that in mind, they have put into place initiatives to raise standards, and these have been effective in improving attainment in reading and mathematics, but not yet in writing. Although school leaders monitor the work of the school, the systems to do this are not as rigorous as they need to be. For example, pupils say that teachers are not consistent in tackling behavioural problems and this contributes to the concerns of a minority of pupils in this respect. This inconsistency has not been thoroughly addressed by the school. Middle leaders have developed plans to raise attainment in English and mathematics but these lack specific targets linked to pupils' attainment and so the plans are not as useful as they could be. The governing body provides a satisfactory balance of support and challenge and it is well placed to take a more active role in shaping the strategic direction of the school. It is aware that some policies are in need of updating and has recently established a programme to monitor and evaluate them more systematically.

Procedures are in place to ensure that pupils are safe in school and all visitors to school are checked. Safeguarding arrangements are satisfactory rather than good, owing to some inconsistencies in the way in which some policies are implemented. The school has developed good relationships with parents and carers, and staff will go out of their way to engage them in their child's learning. There are no significant differences in attainment or progress between groups of pupils and this reflects the school's good promotion of equal opportunities. Discrimination on any grounds is not tolerated. The school promotes community cohesion adequately but there are some missed opportunities to develop pupils' understanding of the faiths, beliefs and lives of others from different parts of the United Kingdom and from developing countries.

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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	2
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

Children settle quickly into school because staff have created a bright and stimulating environment in which they can work and play safely. They make good progress in most aspects of their development, except in numeracy skills, which do not yet match those of literacy. Children are encouraged to take responsibility and so their personal skills are well developed. They get on well together and can share, take turns and work cooperatively and collaboratively. All adults support learning by providing a good range of well-organised activities that are led by adults or selected by pupils themselves. Adults are skilled at making observations of children's learning and are able to plan activities that are well matched to their developmental needs. There is a good balance of learning that takes place inside and outdoors. There are good relationships between adults and children, and parents and carers are encouraged to be involved.

The leader of the Early Years Foundation Stage has a good understanding of the strengths and areas for development. She has improved assessment procedures and the use of the data to plan effectively. There are also good plans in place to further improve provision. She has established good relationships with external partners such as nearby playgroups and the local authority to ensure that children are well supported in school. Procedures for children starting school are thorough and this enables children to settle quickly into school routines. Adults work closely as a team, and comprehensive planning between the Nursery and the Reception class ensures that children progress smoothly through the Early Years Foundation Stage.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 proportion of parents or carers who responded to the questionnaire was broadly average. The overwhelming majority of parents and carers were very positive about all aspects of the school. They reported that their child was safe, happy and taught well. They feel that their children make good progress and that they are well prepared for the future.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Saviour's Church of England 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 78 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	79	15	19	1	1	0	0
The school keeps my child safe	67	86	11	14	0	0	0	0
My school informs me about my child's progress	59	76	19	24	0	0	0	0
My child is making enough progress at this school	57	73	21	27	0	0	0	0
The teaching is good at this school	61	78	17	22	0	0	0	0
The school helps me to support my child's learning	57	73	20	26	1	1	0	0
The school helps my child to have a healthy lifestyle	60	77	18	23	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	51	65	25	32	0	0	0	0
The school meets my child's particular needs	55	71	23	29	0	0	0	0
The school deals effectively with unacceptable behaviour	48	62	28	36	2	3	0	0
The school takes account of my suggestions and concerns	48	62	28	36	2	3	0	0
The school is led and managed effectively	65	81	13	17	1	1	0	0
Overall, I am happy with my child's experience at this school	64	82	14	18	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).

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">■ 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.



18 July 2011

Dear Pupils

Inspection of St Saviour's Church of England Primary School, London, E14 6BB

Thank you for making us so welcome when we visited your school. We enjoyed meeting you all and listening to what you had to say about your school.

We found that your school provides you with a satisfactory standard of education. Most of you get on well together and you behave well in lessons, although some of you say that pupils do not always behave well during break-times. You say that you enjoy school and that teachers care for you. We found that most of you work hard and make good progress in reading and mathematics because your teachers plan interesting lessons that meet your learning needs. However, we also found that some of you could be doing better in writing.

These are some of the things we have asked your school leaders to do to improve your school.

- Provide you with more opportunities to practise and secure your writing skills before moving on to new learning, and to help you to improve your handwriting skills.
- Develop more systematic methods to check how well your school is doing and to plan more effectively how to improve your attainment, behaviour and ways of keeping you safe.
- Review the curriculum so that you develop your skills and knowledge progressively and sequentially in all subjects.

All of you can help your teachers to make your school even better by asking them how you can improve your work and what you need to learn next. We are sure that you will do all you can to help your school leaders to make your school even better and we wish you all the very best for the future.

Yours sincerely

Joy Considine
Lead inspector

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