

Saviour CofE Primary School

Inspection report

Unique Reference Number	105548
Local Authority	Manchester
Inspection number	355796
Inspection dates	12–13 July 2011
Reporting inspector	Robert Jones

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	216
Appropriate authority	The governing body
Chair	Mrs Joyce Mounfield
Headteacher	Mrs Evelyn Lister
Date of previous school inspection	14 July 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, observed the work of eight teachers and held meetings with members of the governing body, staff and pupils. They observed the school's work and looked at a range of documentation, including policies, the school improvement plan, records of pupils' progress and child protection records. The inspection team received and analysed 48 questionnaires from parents and carers, as well as a number of questionnaires completed by pupils and staff.

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

- The progress pupils make during their time in Key Stage 1.
- The measures taken by the school to improve the quality of reading.
- How effectively the school is improving attendance.
- How well children develop communication, language and literacy skills in the Early Years Foundation Stage.

Information about the school

This is a smaller-than-average primary school. Almost two-thirds of pupils are known to be eligible for free school meals, which is well above average. The majority of pupils are from minority ethnic groups and more pupils than average speak English as an additional language. An average proportion of pupils have special educational needs and/or disabilities although this is uneven across year groups, with the greater number found in Year 6. A greater number of pupils than average begin or leave the school other than at the normal times. The school holds Healthy School status.

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

This is a good school. Parents and carers are overwhelmingly supportive of the school, making comments such as, 'I could not wish for more from such a caring school'. The school engenders an ethos of consideration for others and mutual respect, which is apparent in the consistently outstanding behaviour of pupils inside and outside the classroom. In addition, their spiritual, moral, social and cultural awareness is outstanding. This welcoming, nurturing ethos is highly effective in helping the many pupils who join the school midway through the year to settle in quickly and achieve well.

The outstanding Early Years Foundation Stage provides a first-rate platform to kick start children's learning. It is here where children develop the routines, excellent behaviour and social skills which enable them to achieve well throughout their time at school.

Attainment varies from year to year but is generally average overall. In mathematics pupils' attainment is above average. In English it is average but higher in reading than in writing. The quality of teaching and learning across the school is good, with a notable feature being the outstanding quality of assessment which supports learning. The curriculum is vibrant, relevant and fun, which brings learning alive to pupils through many visits and visitors to the school. Good care, guidance and support ensure those pupils who require the most support receive it promptly. The school has worked hard to improve attendance and has been successful in reducing persistent absenteeism. However, it is aware that more can be done to work with the families of those pupils whose attendance is below average but above the threshold of being classified as persistently absent.

The summaries of the detailed and accurate assessments of pupils' learning are sometimes over-detailed, with the result that information given to the governing body is often too complex. This means that the governing body cannot always hold the leadership to account sharply enough in relation to pupils' achievement.

Senior and middle leaders monitor and evaluate all areas of provision well and the quality of self-evaluation is sharp and incisive. Teachers analyse data effectively, which enables them to plan challenging work for pupils of all abilities. This ensures that pupils throughout the school make good progress overall, particularly in mathematics and reading where their progress is outstanding in some cases. Excellent opportunities for professional development have enabled staff in the Early Years Foundation Stage in particular to develop outstanding provision and practice. These factors illustrate well the school's good capacity to sustain its improvement.

What does the school need to do to improve further?

- Raise attainment and improve progress in writing by increasing the opportunities for pupils to complete extended pieces of writing across the curriculum.

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- Improve attendance so it is above average by working closely with families of pupils who have low attendance but do not fall into the persistent absentee bracket.
- Simplify the methods used to summarise pupils' achievement so the governing body has succinct, easily understandable information to hold the school to account more effectively.

Outcomes for individuals and groups of pupils

2

Pupils behave exceptionally well because, in the majority of lessons, they are actively engaged in their learning and enjoy the varied tasks presented to them. As a result, pupils achieve well. In one lesson, for example, pupils used role play and drama to help them gain a deeper understanding of a story they were reading. Much lesson time is devoted to teamwork and discussions. This develops their cooperative skills alongside their speaking and listening. Consequently, pupils grow in confidence and those who are in the early stages of learning English quickly develop good language skills.

Children enter the Nursery with skills which are generally below those expected of their age. Pupils make good progress across the school and leave Year 6 with attainment that is average overall. Those pupils with special educational needs and/or disabilities make good progress due to a range of individual and group support sessions and the work of dedicated, effective teaching assistants. Pupils make at least good, and often outstanding, progress in reading and in mathematics.

Over the past three years pupils' progress has been slower in Key Stage 1. The inspection team found that the excellent work being done in the Early Years Foundation Stage is now equipping pupils with the essential basic skills they need to succeed in Key Stage 1, so the rates of progress have accelerated. Within lessons there are ample opportunities for pupils to make good, positive contributions to discussions and debates. This is supplemented outside the classroom, with pupils operating as members of the school council or as play leaders in the playground. Rising attendance, good information and communication technology (ICT) skills and above average mathematics skills ensure they are well prepared for the future. The majority of pupils stay for school meals, which are nutritious and varied, and many take part in a rich menu of sports activities. This helps them develop a good understanding of the importance of a healthy lifestyle. In this highly cohesive community pupils of different backgrounds understand and respect each others' differences, gaining a good understanding of religions and cultures other than their own. As one pupil said, 'It's really interesting to learn about other children's countries, languages and cultures and it makes us better people'.

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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	2
Pupils' behaviour	1
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	1

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?

During the inspection teaching was never less than good and sometimes outstanding. Teachers show great enthusiasm. This in turn enthuses and motivates pupils. They encourage pupils to answer questions in full sentences, which develops their speaking and reasoning skills. Teachers use drama within reading lessons to bring stories alive so pupils gain a deeper understanding of the books they are reading. While there are many examples of effective teaching of writing, the school recognises that more emphasis on increasing the opportunities pupils have to develop their writing skills across the curriculum is of the essence if attainment in this subject is to rise. The use of assessment to support learning is exemplary. Not only do teachers give detailed feedback on pupils' work, time is also given over in lessons for pupils to look over teachers' comments and decide how they will act on this feedback. Consequently, all pupils are in no doubt about what they should do to improve their work.

The teaching of reading throughout the school is particularly effective. Every corner of the school is used to teach mixed-age, small groups of pupils who have been grouped by ability. This enables teachers and teaching assistants to deliver highly customised lessons that precisely meet the learning needs of pupils. Similarly, pupils make rapid gains in their knowledge and understanding of mathematics due to a mathematics curriculum that is highly practical, relevant and, above all, fun. A good range of well-attended extra-

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curricular activities along with several visits and visitors enhance the good curriculum and also promote pupils' personal development well.

While some work has still to be done to improve attendance further, care, guidance and support are good overall. Support ensures that pupils whose circumstances make them vulnerable receive precisely the right amount of help while also encouraging them to become confident, independent young people by the time they reach Year 6. Good transition arrangements are in place to help reception children settle into Year 1. The school works well with a range of outside agencies and with parents and carers.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and deputy headteacher lead with energy and vision. They have successfully galvanised the enthusiasm of the staff, embedded ambition and driven improvements. Teachers now have a most secure understanding of the progress of their pupils and what is needed to challenge them.

Arrangements for safeguarding are robust. The site is safe and secure and all staff are regularly updated to ensure they have the very latest information on child protection matters. All pupils feel safe in the school. All parents and carers who responded to the questionnaire feel the school keeps their children safe.

The governing body fulfils its statutory duties. They receive good information on the rates of attendance, which has enabled them to hold the school to account well on this issue. However, the information they are given on achievement is not summarised succinctly enough to enable them to interrogate the data and hold the school to account for the progress and attainment of different cohorts in the school. Equal opportunities are promoted well, with any differences between boys' and girls' achievement being addressed effectively. Cases of discrimination or bullying are rare but dealt with decisively when they occur. The school promotes community cohesion well. Within the school the excellent sense of community is palpable in the outstanding relationships between pupils and between pupils and adults. Good links with other schools have been particularly effective in sharing expertise. This is particularly evident in the Early Years Foundation Stage.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Pupils begin Nursery with personal and social skills that are well below those expected for their age. No time is wasted in helping children to develop excellent habits, routines and behaviour. This results in them behaving extremely well and children of different cultural backgrounds playing together safely and happily. Children very quickly develop an excellent understanding of letters and sounds through inspirational teaching which draws upon the very latest national research into how children learn best. For example, they develop good finger control which in turn helps them to write well through 'dough disco' - moulding dough in time to music. As a result, their communication, language and literacy skills are accelerating apace. The outdoor area enhances learning extremely well. One group of children buzzed with excitement as they blew soap bubbles into a large bucket, explaining confidently how the bubbles were formed. The curriculum is brought alive by many visits. During the inspection, pupils busily searched around the outdoor area counting small 'dinosaur eggs', following a visit to see a large egg.

Planning and record-keeping are meticulous. Monitoring and evaluation of pupils' progress and of provision take place on a daily basis, with a constant re-evaluation of what is working best and how improvements can be made. The setting works extremely well with parents and carers, who are initially engaged through home visits on entry to the Nursery and continue to be involved in their children's learning through 'stay and play' sessions. Safety and welfare are afforded the highest priority, with daily checks and risk assessments carried out on equipment. Children thrive as a result of this outstanding provision and are consequently very well prepared for the next stage in their education.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The overwhelming majority of parents and carers are supportive of the school's work. Many of their comments focused on the friendly, welcoming nature of the school and how well the school involves them as partners in their children's education. All parents and carers who responded to the inspection questionnaire feel the school keeps their children safe and that their children enjoy school. The inspection findings endorse the very positive responses from parents and carers.

A very small minority of parents and carers disagree that the school takes account of their suggestions and concerns. The inspection team examined this concern and found that the school has recently introduced questionnaires and other opportunities to elicit the views of parents, such as in relation to arts and crafts events.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Saviour CofE 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 216 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	77	11	23	0	0	0	0
The school keeps my child safe	35	73	13	27	0	0	0	0
My school informs me about my child's progress	31	65	17	35	0	0	0	0
My child is making enough progress at this school	30	63	16	33	2	4	0	0
The teaching is good at this school	35	73	12	25	1	2	0	0
The school helps me to support my child's learning	27	56	18	38	2	4	0	0
The school helps my child to have a healthy lifestyle	25	52	21	44	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)	30	63	14	29	3	6	0	0
The school meets my child's particular needs	22	46	25	52	1	2	0	0
The school deals effectively with unacceptable behaviour	26	54	20	42	2	4	0	0
The school takes account of my suggestions and concerns	26	54	17	35	5	10	0	0
The school is led and managed effectively	28	58	17	35	3	6	0	0
Overall, I am happy with my child's experience at this school	33	69	13	27	1	2	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.



14 July 2011

Dear Pupils

Inspection of Saviour CofE Primary School, Manchester, M40 7RH

Thank you for the warm welcome you gave us when we came to inspect your school.

I am very pleased to tell you that you go to a good school, but there are some things which are outstanding. That is another of those 'wow' words that means 'really, really good'. Children in the Nursery and Reception classes get off to a flying start and very quickly learn all the important skills of playing together, talking and letter writing. Other great things about your school are how well you all behave and how thoughtful you are to each other, including understanding each other's customs, religions and languages. Your teachers work very hard behind the scenes preparing interesting work for you to do, and you told us how much you enjoy school. In turn, this means that you make good progress, which prepares you well for secondary school. In particular, your teachers mark your work very well, which helps you know exactly how to improve it.

There is always room to make things even better. I have therefore asked your headteacher and staff to do three things. First, I have asked them to help you make better progress in writing and reach higher levels by giving you opportunities to practise your writing in all the subjects you do in school. Second, I have asked them to improve the attendance of those of you who do not always come to school as regularly as you should. Third, I would like them to simplify the paperwork that goes with tracking your progress in reading, writing and mathematics so that governors have a better idea of how you are progressing.

All of you can help by trying very hard to attend school regularly. This will help you to grow into mature, responsible young people.

Yours sincerely

Robert Jones

Lead inspector

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