

Saint Saviour's Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	103089
Local Authority	Waltham Forest
Inspection number	375433
Inspection dates	23–24 November 2011
Reporting inspector	Robert Ellis HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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	363
Appropriate authority	The governing body
Chair	Debbie Bernard-Weekes
Headteacher	Beverley Hall
Date of previous school inspection	14–15 September 2010
School address	Verulam Avenue Walthamstow London E17 8ER
Telephone number	020 8520 0612
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Age group	3–11
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. They observed 14 lessons taught by 13 different teachers, and held discussions with groups of pupils, parents and carers, representatives from the local authority, staff and members of the governing body. Inspectors observed the school's work, and looked at development plans, curriculum planning, the school's tracking data showing pupils' progress, teachers' lesson plans and pupils' work. Evidence from the two previous monitoring inspections was also taken into account.

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 and managers at all levels use rigorous monitoring of planning and classroom performance to take effective action to address any weaknesses.
- Teachers' use of assessment information to plan lessons that are challenging and interesting and that meet the needs of pupils with differing abilities.
- The rate of pupils' progress and the extent to which additional help and support enables pupils to make up lost ground.

Information about the school

This is an average-sized primary school with a Nursery. The school is expanding and building work is taking place to increase the accommodation. As a result, some classes are housed in temporary accommodation during this time. Around one in five of the pupils, an average proportion, are known to be eligible for free school meals and just over one third has special educational needs and/or disabilities, mostly moderate learning difficulties, speech, language and communication difficulties, but few have a statement of special educational needs. A very large majority come from minority ethnic backgrounds, but most speak English fluently and very few are at the early stages of learning English. The Early Years Foundation Stage includes a Nursery and two Reception classes.

The school was placed in special measures in September 2010. The headteacher left at the end of October 2010 and an experienced headteacher was seconded to lead the school in December 2010. An interim executive board replaced the governing body. In September 2011, St Saviour's was federated with St Mary's Church of England School. The school presently has an executive headteacher and a head of school.

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

- St Saviour's is a satisfactory school where learners are looked after very well and kept safe. Weaknesses identified by the previous inspection have been addressed and the school is improving rapidly and demonstrates good capacity for sustained improvement.
- The positive relationships between staff and children and the inclusive ethos of the school contribute to children feeling very safe and making at least satisfactory progress.
- Attendance is above average and behaviour is good.
- Teaching is satisfactory and increasingly good, with some that is outstanding. Good use of assessment information ensures that tasks and activities are pitched at the right level for children.
- In the most effective lessons teachers and teaching assistants work closely together as a team. However, some lessons, although satisfactory, are too focused on the activities of the teacher.
- The curriculum is satisfactory, but the school recognises that it needs to be more exciting and relevant and more needs to be done to promote sex and relationship education.
- Children are cared for well. Good care, welfare and support ensure that all children are treated equally and participate as fully as they can in lessons, regardless of their background or disability.
- Senior leaders have an ambitious vision for the school. Leadership and management at all levels are developing rapidly and are good in most respects.
- Productive links with parents, carers and other agencies support learners increasingly well in both their learning and in their personal development.
- The school has very effective arrangements for ensuring children are safe; children know how to keep themselves and others safe.
- The school is at the heart of its community; leaders and managers have been successful in creating a cohesive school community where individuals or groups are not subjected to discrimination.
- All aspects of the Early Years Foundation Stage are good and children are well cared for and enabled to make good progress in their learning and development.

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 pupils' achievement and the extent to which pupils enjoy learning by:
 - creating an exciting and relevant curriculum that meets the needs and interests of all the different groups of pupils and promotes effective sex and relationship education.
- Improve teaching and learning by:
 - developing the role of the teaching assistant as a major contributor to accelerate learning
 - developing the role of the teacher as facilitator for the learning team in each learning activity.

Outcomes for individuals and groups of pupils

3

Children join the school with knowledge, skills and understanding that are generally lower than expected for their age, with their social and communication skills being particularly weak. They make satisfactory progress in relation to their starting points and capabilities. Pupils who have special educational needs and/or disabilities get the support and guidance that they need and also make satisfactory progress. Pupils in lessons were observed to be keen and eager to learn and their rate of progress is accelerating because of improved attitudes and better teaching.

Pupils work well together in groups and they are developing good teamwork and communication skills. Behaviour in lessons and around the school is good. Pupils say they feel safe in school and show good awareness of safety and most are able to explain how to keep themselves and others safe. They have a good understanding of the importance of adopting healthy lifestyles and participate enthusiastically in physical activities. Pupils contribute to decision making through participation in the school council and learning council. Attendance is above average and few pupils are late for school. Their good personal development and improving skills in numeracy, literacy and information and communication technology demonstrate that pupils are satisfactorily prepared for the next steps in their education.

Pupils show respect for each other and respond positively to the good opportunities they are presented with to learn about other faiths and cultures. Children from the different groups work and play well together and share a common understanding of the inclusive ethos that underpins this diverse, but very cohesive, community.

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching has improved since the last inspection and is now satisfactory. All of the lessons that were observed were at least satisfactory and had elements of good or outstanding practice. In the best lessons teachers engage and interest pupils with a range of good activities that challenge pupils and provide good opportunities for them to take responsibility for their learning. The use of assessment to inform teachers' planning is now embedded and consequently tasks and activities are pitched at the right level for the different groups of pupils. Skilful questioning ensures that teachers can gauge when pupils are ready to move on or if they require additional support. Other adults in the classroom are mostly deployed in an effective supporting role. In the best lessons the strong partnerships between the teacher and the teaching assistants make a good contribution to promoting learning and adults provide pupils with good role models.

The curriculum is adequately matched to pupils' needs and interests in most respects, but the school recognises that further development is required and a new creative curriculum is being developed. Provision for sex and relationship education does not meet requirements and an urgent review of this aspect of the curriculum is underway. The curriculum is enriched by a range of visits and visitors and extra-curricular activities which provide memorable experiences and contribute to pupils' good personal development.

Pupils are kept safe and there are established arrangements to ensure that all pupils, including the most vulnerable, are cared for well and given the support that they need. Induction arrangements ensure that children get off to a good start when they join the school and good transition arrangements prepare pupils well for moving on to secondary school. Pupils are confident that if they have a problem they will get good support and advice from staff at the school. Parents and carers receive regular information about their children's progress and are increasingly involved in their children's learning.

These are the grades for the quality of provision

The quality of teaching	3
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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

How effective are leadership and management?

Good progress has been made in dealing with the weaknesses identified at the last inspection. Senior leaders provide strong leadership and middle leaders are developing rapidly and are increasingly effective at bringing about improvement by modelling good practice and challenging teachers to improve. The executive headteacher and head of school communicate high expectations and they have been successful in building a learning community where staff and pupils feel valued and want to improve. Teachers value the good balance of support and challenge they receive and say that this has helped to raise staff morale and improve teaching. Monitoring of all aspects of the school's work is rigorous and systematic. Analysis of performance data ensures that the school's self-evaluation is accurate and target setting is realistic but sufficiently challenging. The progress of different groups of pupils is monitored closely and concerted action taken to support underperforming or potentially vulnerable groups. The school has good strategies to promote the achievement of minority groups. Sharp analysis of performance data for the different groups informs priorities and ensures equality of opportunity. Consequently, the gaps between different groups have closed or are closing rapidly.

The newly-formed governing body has systems and procedures to challenge and support the school, but it is too early for their work to have had any tangible impact on improving outcomes for pupils. Safeguarding arrangements exceed statutory requirements and staff are trained well, particularly in child protection. Procedures are regularly reviewed and updated and safeguarding arrangements are effective. Partnership arrangements with other schools and organisations are developing, particularly with the partner school in the federation, and the impact is most evident in improvements to teaching and learning.

The school knows its community very well and actions taken to promote community cohesion have had a beneficial impact on both the school and the local community. Thorough analysis of the impact has informed future plans and the school is engaging with the wider community beyond the local area. Parents and carers who spoke with inspectors said the school is very welcoming and seeks their views regularly.

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	3

met	
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
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	3

Early Years Foundation Stage

Children make good progress, often from low starting points, so that by the time they start Year 1 their knowledge, skills and understanding are at the level expected for their ages. Children are able to make a confident start because home visits have already introduced them to the adults that they will be working with. There are developing partnerships with parents, carers and health professionals to support children's learning and personal development.

Children enjoy learning and there is a strong focus on activities that encourage children to develop independence. Regular and systematic observation and recording of children's achievements ensure that the school has an accurate baseline from which future progress can be measured. The school has worked hard to create a welcoming and stimulating environment that promotes learning. Children are kept safe and good use is made of the indoor and outdoor areas to provide a good balance of child-initiated and teacher-led activities.

Leadership and management in the Early Year Foundation Stage are good and the team of adults work together seamlessly. There are clear lines of accountability and regular monitoring and evaluation ensure that children's programmes are frequently re-shaped so that they meet their needs and interests well. Teachers and teaching assistants generally work in partnership to meet the needs of the children. In the best practice, teaching assistants are used effectively as supporters of learning and the teacher facilitates the team rather than being the main focus for learning.

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

Questionnaires for parents and carers are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



25 November 2011

Dear Pupils

Inspection of Saint Saviour's Church of England Voluntary Aided Primary School, London E17 8ER

Thank you for being so kind and helpful when we visited your school. My particular thanks go to all of you who took time to talk to us about your school. We really enjoyed talking to you and seeing how well you work.

This was my third visit since the school was placed in special measures. I am pleased to be able to tell you that it has improved to the point where it provides you with a satisfactory standard of education. Consequently, it no longer requires special measures.

You work hard in lessons and are now making better progress in your learning and development. We were pleased to see that you enjoy school, attend regularly and feel very safe. The school is particularly good at making sure you are well cared for. It was good to hear about all the different activities you participate in and how much you are involved in making decisions. Your teachers and the other adults who help you know you very well and they work hard to make your lessons interesting and relevant.

We have asked the school to do some things to make it even better.

- We would like the school to improve how you learn about the different things you need to know and to make sure that you do not miss out on anything that pupils in other schools learn about, for example sex and relationship education.
- We would like the teachers and the teaching assistants to work even more closely as a team to make sure that you receive the right help and support that you need to work on your own.

I am sure that you will want to help make your school an even better place for learning.

Yours sincerely

Robert Ellis
Her Majesty's Inspector

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