

# St Saviour's CofE (VC) Primary School

## Inspection report

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<b>Unique reference number</b>	124255
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	380844
<b>Inspection dates</b>	28–29 May 2012
<b>Lead inspector</b>	Mike Thompson

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 controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	144
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dave Howe
<b>Headteacher</b>	Rachael Brownhill
<b>Date of previous school inspection</b>	12 January 2009
<b>School address</b>	Congleton Road Talke Stoke-on-Trent ST7 1LW
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## Introduction

Inspection team

Mike Thompson

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed the teaching of all of the six class teachers in seven lessons. He also sampled teaching in dance and music provided by subject specialists contracted by the school. The inspector looked at the work in pupils' books, heard a sample of pupils read and held discussions with pupils about many aspects of school life. He held meetings with the senior leaders, members of the teaching staff and representatives of the governing body. The inspector observed the school's work, and looked at documents including the school's improvement planning and data showing the progress made by pupils. His scrutiny of safeguarding procedures included a detailed evaluation of pupils' behaviour. The inspector analysed questionnaires completed by 76 parents and carers, 85 pupils and 11 members of staff.

## Information about the school

St Saviour's CofE (VC) Primary is a smaller than average-sized primary school. Its pupils are taught in six classes, three of which are mixed-age classes. Most pupils are White British. Very few are from minority ethnic backgrounds or speak English as an additional language. The proportion of disabled pupils and those who have special educational needs, including those supported by school action plus or with a statement of special educational needs, is below the national average. The proportion of pupils known to be eligible for free school meals is almost twice the national average. An above average proportion of pupils either leave or join the school other than at the normal points for entry and exit. Since the previous inspection there have been changes in staffing in most classes, and within the past year, three new teachers have been appointed.

The school meets the current floor standard set by the government, which determines the minimum expectations for attainment and progress.

The school has a number of awards and accreditations. These include intermediate level International School status for work in ensuring a global dimension in pupils' learning, and the Artsmark accreditation for ensuring that pupils have opportunities to experience the richness of the arts.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a satisfactory school. It is improving rapidly because of the effective actions taken by senior leaders to raise standards. It is not good because there is not enough consistently good teaching and attendance is below average. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- The proportion of pupils making good progress in reading, writing and mathematics is increasing as improved teaching begins to have an impact on pupils' learning, but this is not the case in all year groups. Attainment is rising. The attainment of pupils in Year 6 is above the national average for English and mathematics.
- Teachers relate well to pupils and are good at developing pupils' confidence as learners. In some lessons, teachers skilfully vary levels of challenge to reflect pupils' different levels of attainment, and enable them to develop the skills to learn for themselves. However, these are not routine features of all lessons throughout the school. Teachers mark pupils' work regularly, but there is little evidence of pupils developing skills in assessing the quality of their own work.
- Parents and carers agree with inspection findings that there are good systems for keeping pupils safe. Conduct in and around the school is generally good, but pupils' attitudes to learning are sometimes satisfactory. Attendance has improved, but a few pupils have above average rates of persistent absence.
- Senior leaders provide strong leadership and clear direction for the school. A period of change in staffing has been managed well and the appointments made are having a positive impact on pupils' performance. Senior leaders have high expectations of all staff, manage their performance well, and provide good professional development to help improve the quality of teaching.

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

- Build on existing good practice to improve the quality of teaching and learning so that, by January 2013, it is consistently good or better, through ensuring that teachers:
  - use success criteria to set specific, measurable learning targets carefully matched to the abilities of all pupils
  - provide pupils with regular opportunities to develop skills as independent learners
  - develop pupils' skills in evaluating their own work and identifying what they need to do next in order to improve.
  
- By January 2013, develop better systems for communicating with parents and carers in order to improve attendance and reduce rates of persistent absence to the national average.

## Main report

### Achievement of pupils

Attainment varies from year to year. This is because year groups are small and, therefore, the performance of each individual can have a disproportionate effect on attainment overall. On entry to the Nursery class, children's attainment is typically below what is expected of three-year-olds. Children make good progress in the Early Years Foundation Stage. By the time they move into Key Stage 1, most achieve the goals expected at this age. Progress is satisfactory overall in Key Stages 1 and 2, although good progress is beginning to gain a secure foothold in some year groups. Pupils are now making good progress in mathematics as a result of the school's intense focus on improvement in this area.

Rapid progress invariably occurs where teachers make good use of their on-going assessments of pupils' learning when planning lessons. In these instances, tasks are varied according to pupils' prior attainment in order to provide achievable challenges at different levels. For example, a mathematics lesson for pupils in the Year 4/5 class generated high levels of interest and enjoyment while contributing strongly to the good development of skills in finding the perimeter and area of irregular shapes. Tasks pitched at different levels of difficulty captured pupils' interest and generated high levels of concentration. Disabled pupils and those who have special educational needs make satisfactory progress. Their individual needs are carefully evaluated and the support provided is adequately tailored to these needs. The few pupils who speak English as an additional language are as fluent in English as their classmates and progress at the same rate.

Pupils' skills in reading are developed satisfactorily. The school has recently adopted a new scheme for teaching phonics (the sounds made by letters). Early indications are that this scheme is leading to improvements in pupils' learning. For example, in a

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phonics session for children in the Nursery class, the teaching of the sound made by the letter 'g' was clear and was followed up with effective support for individuals as they practised writing the letter correctly. Attainment in reading is average by the end of Key Stage 1 and above average at the end of Key Stage 2. The most able readers make good use of their knowledge of phonics to help decipher unfamiliar words, reading with fluency and good expression. However, less able readers, although capable of breaking down unfamiliar words into separate sounds, lack skills in blending the different sounds within words and have insecure understanding of the text.

Most of the parents and carers who returned the inspection questionnaire consider that their children make good progress. Inspection evidence shows that progress is satisfactory, rather than good, because of inconsistencies in the quality of teaching.

### Quality of teaching

There is some good teaching, with good features of teaching in all lessons. Where teaching is securely good, teachers are skilled in providing their pupils with activities that capture and hold their attention while challenging their thinking. For example, a Year 2/3 mathematics lesson required pupils to solve problems about time. The teacher periodically distributed envelopes, each containing a new problem. These problems were carefully pitched at different levels and successfully provided achievable challenges for all. Teachers usually explain tasks clearly, but this is not always the case. In some instances, when all pupils have the same task, teachers miss opportunities to ensure good levels of individual challenge. This occurs because they do not vary the criteria for completing tasks according to pupils' different levels of attainment. The curriculum does not include frequent enough opportunities for pupils to develop skills as independent learners through, for instance, open-ended investigative activities. Sometimes, teachers direct pupils' learning too closely and do not provide opportunities for pupils to think for themselves. There is some good practice in getting pupils to evaluate their own learning in lessons. However, there is limited evidence in pupils' books of older pupils developing skills in assessing their own progress and deciding what they need to do next in order to improve. The teaching of disabled pupils and those who have special educational needs provides satisfactory challenge and enables these pupils to learn at the same rate as their classmates. Teaching assistants provide useful support and ensure that these pupils play a full part in lessons.

Good teaching has a positive impact on important aspects of pupils' spiritual, moral, social and cultural development. For instance, a lesson in the Reception class on a pirate theme provided many good opportunities for children to use their imagination and creativity in learning, and develop their skills in cooperating well with others. Children, dressed as pirates, eagerly worked together while hunting for 'treasure' as they acquired or reinforced a wide range of skills such as using maps and counting. One child was so excited by the task that he regularly interrupted the teacher to show her the treasure that he had discovered while digging.

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The positive views of most parents and carers and almost all of the pupils who returned the inspection questionnaires are not fully borne out by inspection evidence, which shows that teaching is satisfactory rather than good.

### **Behaviour and safety of pupils**

While most parents and carers who completed the inspection questionnaire think that the standard of pupils' behaviour is generally good, fewer think that behaviour in lessons is good. Inspection evidence shows that teachers generally manage pupils' behaviour well and that pupils know very clearly what is expected of them. There is a close correlation between the quality of teaching and its impact on pupils' attitudes towards learning. The pupils are demanding learners, and teachers do not always succeed in inspiring them when the tasks presented are mundane or explanations lack clarity. Almost all of the parents and carers who responded to the inspection questionnaire indicate that their children feel safe in school. Pupils confirm these views. They clearly understand how to keep themselves and others safe. Pupils know the risks associated with the use of information and communication technology. There is a clear moral code, and pupils know right from wrong. They know about the different forms bullying may take, and say that there are very few instances of bullying or unacceptable behaviour. The school's records support this view. There have been no discriminatory or intolerant incidents, such as racist or homophobic behaviour, recorded in the school's incident logs. Whenever upsets occur, pupils say that they are quickly and sensitively dealt with. Improving attendance is a high priority for the school, and attendance rates are constantly monitored. Some of the absence relates to the medical conditions of a small number of pupils. However, much of it results from the poor attendance of ten per cent of the pupils.

### **Leadership and management**

The headteacher communicates a clear and ambitious vision for the school and continuously looks for further improvement. Leaders have an accurate view of the school's weaknesses, and are effective in dealing with them. They have acted quickly to eliminate ineffective teaching, and the good leadership and management of teachers' performance have resulted in improvements in the achievement of the majority of groups of pupils. The impact of the school's strong focus on raising attainment, for example in mathematics, is seen in the significant increase in pupils' progress this year, particularly in Key Stage 2. This is clear evidence of the school's good capacity for further improvement. The school improvement plan, which sets out a clear agenda based on accurate self-evaluation, includes the right priorities and is effectively implemented. The senior leadership team closely tracks the impact of teaching on pupils' learning. However, leaders do not routinely check on the accuracy of all teachers' assessments.

This is a school that values all pupils equally, and in which discrimination has no place. It delivers a curriculum that clearly upholds these values. In the Reception class, the curriculum provides a good range of activities covering all the required areas of learning, and a good balance between activities chosen by the children and

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those directed by the teacher. The awards and accreditations gained demonstrate the ways in which the school successfully enriches pupils' experiences and makes a strong contribution to their good spiritual, moral, social and cultural development. For example, weekly violin tuition for all pupils in the Year 2/3 class and specialist teaching in dance are reflected in the school's Artsmark accreditation. Links with a school in Kenya form part of the school's work as an International School.

The governing body has a clear view of the strengths of the school and its areas for development. However, its members lack the skills required to interpret the fine detail of performance data and are reliant on the headteacher for this information. Procedures for ensuring the safeguarding of pupils are robust, and the governing body is vigilant in ensuring that policies to ensure the safeguarding of pupils are carefully enforced.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



30 May 2012

Dear Pupils

**Inspection of St Saviour's CofE (VC) Primary School, Stoke-on-Trent, ST7 1LW**

I would like to thank all of you for being so welcoming and helpful when I visited. Your school gives you a satisfactory education. This means that there are a lot of things that your school is doing right and some things that need to be improved. I know that all the adults who help to run your school want it to be a good school. For this to happen, you need to make better progress in your work.

These are the best things about your school.

- Many of you are now making good progress, particularly in mathematics.
- Some of your lessons are really interesting, and I know that you enjoy them.
- You get on well with your teachers and one another.
- You told me that you feel safe because the adults take good care of you.
- Your headteacher and the senior staff are doing a good job in helping your school to improve.

Your headteacher agrees that some important things need improving to help you to make better progress, so in future this is what will happen.

- Your teachers will be giving you work that always makes you think hard. They will help you to become more independent and to think more for yourselves. I also want your teachers to help you to become more skilful in working out how well you are getting on and what you need to do next to improve your work.
- Most of you are good at coming to school regularly, but a few of you are absent far too often. Your education is really important, so I want your school to work with your parents and carers to make sure that you all attend more often.

I would like you all to play your part in helping the school to become even better. You can do this by always trying your hardest, letting your teachers know if the work they give you is too easy or too difficult, and doing your very best to come to school every day.

I wish you every success in the future.

Yours sincerely  
Mike Thompson  
Lead inspector

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