

# St Saviour's Church of England Infant School

Spring Lane, Bath BA1 2LY

**Inspection dates** 28–29 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- Children in the Nursery and Reception classes settle quickly and happily into school life. They make good progress because activities are interesting and learning is made exciting for them.
- Pupils in Years 1 and 2 make good progress and achieve well in reading, writing and mathematics. They are lively and enthusiastic learners because they are interested in, and inspired by, tasks set for them.
- Teaching is good. Tasks are well matched to individual pupils' needs so that all receive the right amount of support or challenge.
- Pupils feel very safe in school. They generally behave well and have good attitudes towards their learning. They are gaining independence and enjoy taking responsibility.
- The range of subjects stimulates and inspires pupils' learning and is supported by highly original visits and visitors.
- Senior leaders and governors are well focused on improving the school and checking the impact of their actions on pupils' achievement. Teaching is carefully checked and training provided which has led to significant improvement.

### It is not yet an outstanding school because

- In a few lessons, teachers do not manage behaviour well enough and they allow noise levels to be too high for best learning.
- When marking pupils' work, teachers do not always give pupils enough time to consolidate one skill before moving them on to improving another.
- Leaders and managers do not fully involve teaching assistants in the process of setting termly targets and goals for pupils.

## Information about this inspection

- The inspectors observed 11 lessons and several parts of lessons as well as observing three groups where individual support was provided.
- Joint observations were held with senior staff.
- The inspectors heard pupils from Years 1 and 2 read. They examined pupils' work and discussed it with them.
- A wide range of school documentation was analysed and evaluated, including that relating to safeguarding, assessment data, school development plans and monitoring records.
- The inspectors held meetings with the school's teaching staff, with pupils and with governors. A telephone conversation was held with the local authority school improvement advisor.
- The 94 responses to the questionnaire on the Parent View website were considered as well as the letters sent by parents and comments made as a result of meetings in the playground and in the nursery.

## Inspection team

Christine Huard, Lead inspector

Additional Inspector

Graeme Burgess

Additional Inspector

## Full report

### Information about this school

- St Saviour's is a broadly average-sized infant and nursery school. It has close links with its neighbouring junior school.
- The school has a lower than average proportion of disabled pupils and those with special educational needs who are supported through school action. The proportion of pupils supported through school action plus or with a statement of special educational needs is also below the national average.
- The proportion of pupils known to be eligible for additional funding (the pupil premium) is broadly average. This includes pupils known to be eligible for free school meals and those in local authority care.
- The school does not make alternative provision for any pupils.

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

- To enable pupils to make even faster progress in their learning, ensure that:
  - marking enables pupils to consolidate one particular skill highlighted for improvement before moving them on to something else
  - teachers manage pupils' behaviour more effectively so that noise levels in lessons do not hamper their learning.
- Increase the involvement of teaching assistants in the process of setting and reviewing pupils' goals for improvement.

## Inspection judgements

### The achievement of pupils is good

- When children start school in the Nursery and Reception Years, their skills and abilities are generally close to those expected for their age. They make good progress in their learning.
- Children in Nursery and Reception have good access to exciting activities both inside and out of doors. Their progress has improved since the previous inspection because there is now a much better balance between activities that are led by an adult and those that the children choose for themselves.
- Good progress continues through the rest of the school. Progress in reading, writing and mathematics has improved considerably since the previous inspection. Attainment by the end of Year 2 is significantly above average.
- Pupils in Years 1 and 2 do well because activities are matched very closely to their individual needs. They enjoy the tasks set and respond very well to the challenges set by their teachers. They particularly enjoy practical and problem-solving tasks.
- Pupils are responding well to the school's current initiative to trial a scheme which links mathematics and literacy. As part of this, pupils in Year 2 enjoyed finding all the mathematical elements in a story about 'Elvin the Elf'. They made rapid progress and worked well together in pairs or small groups to develop word problems arising from the story, which they could then work to solve.
- Pupils supported on school action, school action plus and those with statements of special educational needs receive very good support which enables them to make good progress. Teaching assistants work skilfully to help these groups of pupils understand their tasks so that they can achieve as well as their classmates.
- Pupils' reading skills develop well. They read confidently and they enjoy discussing the texts they are reading. They develop a good knowledge of phonics (the sounds letters make) and they use this knowledge well to work out unfamiliar words. Pupils in Year 1 did significantly better than pupils nationally in the national phonics screening test in 2012.
- Pupils do well in writing because teaching is good. While encouraging pupils to be imaginative and creative, teachers also consistently remind them of the importance of correct spelling, punctuation and grammar.
- Pupils who are eligible for the pupil premium achieve well. This is because the school considers their particular needs and carefully organises the support and experiences which will meet these.

### The quality of teaching is good

- Teaching has led to pupils' good achievement.
- Reading is taught well. Structured sessions at the start of each day are brisk and well paced, and activities are made interesting for the pupils so that they focus well on the sounds of letters and groups of letters. This is helping them to develop good reading and writing skills.
- Lessons are often exciting, inspiring and fun for the pupils. A well-planned 'visit' from 'Henry VIII' generated much exciting learning. Teachers plan lessons that relate well to children's interests and consequently motivate them effectively.
- The introductions to lessons are brisk and well paced. They tell pupils exactly what they are going to be learning. Explanations are clear. Throughout the school, teachers have high expectations of what pupils can achieve. Tasks are often timed and pupils are told exactly what is required by the end of the time allowed.
- Tasks are very well planned to take into account the learning needs of all pupils. Teaching assistants are very well deployed and work closely with teachers to ensure that there is a consistency of approach and that the needs of all pupils are met.
- Teachers question pupils skilfully to find out how well they understand their learning. They use

questions effectively to challenge more able pupils and discover how much support is needed for those pupils who find learning more difficult.

- Teachers generally manage behaviour well. In the best lessons, teachers tell pupils exactly what sound level will be acceptable. For example, silence for individual work, or a working 'hum' if they are working in pairs. They will rein this back if it gets too loud. Very occasionally a working hum will gradually crescendo to the extent where it will disrupt the learning of pupils and is not always reined in quickly enough.
- Pupils who are disabled or who have special educational needs are identified very quickly and their specific needs identified. They receive well-targeted additional support and this enables them to make good progress.
- Pupils' interests are taken into account when themes and topics are being planned and they have a say in choosing some activities. As a result, they respond well. This aspect of teaching helps develop pupils' personal skills well.
- Marking and assessment are good overall. There is a clear marking policy and this is followed consistently across the school. However, occasionally class teachers do not give pupils sufficient time to consolidate one skill before they identify another for improvement.

### **The behaviour and safety of pupils are good**

- Behaviour is generally good in lessons, in the playground and around the school. The school's 'Caring Code' makes the school's expectations for behaviour very clear.
- The school records all incidents conscientiously and behaviour logs show that all actions taken are in line with the school's code and that there is a consistent approach across the whole school.
- Pupils are keen to learn and their enthusiasm for learning shines through in lessons. They respond eagerly to questions and are well motivated and interested in their learning. They usually listen well to each other, share ideas and collaborate well together.
- On the few occasions when sound levels rise too high in lessons, it is due to over-enthusiasm rather than lack of interest.
- Pupils feel safe in school. They have a clear understanding for their ages of what constitutes bullying. They say it does not happen in this school. They understand that bullying takes different forms such as nasty teasing or name calling and are also aware of the need to be careful when using the internet.
- Pupils know what to do if they are worried about anything and say that they can tell any of the adults in school of any problems.
- Parents spoken to and the many who contributed to the Parent View website are confident that their children are safe in school and no concerns about their safety were raised.

### **The leadership and management are good**

- All leaders and managers are fully focused on improving teaching and learning.
- The success of the teamwork that is strongly evident is in the significant improvements that have taken place in teaching, learning and achievement over the last two years.
- The school knows its strengths and weaknesses well. Development planning focuses sharply on improving achievement further.
- Leaders and managers at all levels make rigorous checks on teaching and learning. The targets that are set for teachers are checked regularly and closely linked to teachers' progression through the salary scales.
- Lively and interesting activities such as Forest School (outside learning) are of particular benefit in developing pupils' personal and independence skills. Subject content is reviewed regularly,

along with pupils' progress to ensure that pupils' needs are being met effectively, good relations are fostered, and that all pupils have an equal opportunity to learn and make progress.

- Funding from the pupil premium is spent on increasing the range of experiences and resources for this group of pupils. The impact of each initiative is carefully evaluated to ensure any gaps in attainment close.
- Progress and actions to be taken are discussed fully in regular meetings but teaching assistants are not fully involved in the setting of termly goals that have been the cornerstones of the improvements evident. This limits their contribution to driving further gains in pupils' learning.
- The local authority provided good support for the school following the previous inspection, setting it on the road to success. As improvements have been made, the support has, appropriately, become more 'light touch'.

■ **The governance of the school:**

- The governing body understand the strengths of the school and where it needs to further improve. They check the performance of the school, rigorously setting and checking the headteacher's progress towards testing targets. Governors monitor the finances of the school well and ensure that the money from the pupil premium is used effectively to support these pupils in a range of ways. They check the impact of this spending on pupils' achievement. They understand how well the school is performing against other, similar schools. Safeguarding is of high priority in the school and the governing body ensures that all statutory requirements are met. They ensure that all pupils have the same opportunities and there is no discrimination. As a result, there are minimal differences in the progress pupils make. Governors undertake regular training in order to develop their roles.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	109154
<b>Local authority</b>	Bath and North East Somerset
<b>Inspection number</b>	405220

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

<b>Type of school</b>	Infant
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	211
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Hilary Fraser
<b>Headteacher</b>	Ed Harker
<b>Date of previous school inspection</b>	10–11 January 2011
<b>Telephone number</b>	01225 313928
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