

St Saviour's C of E Junior School

Eldon Place, Bath, BA1 6TG

Inspection dates 6–7 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Most pupils achieve well from their starting points. Standards are above average in reading and mathematics and are rising quickly towards above average levels in writing.
- Teaching is consistently good and occasionally outstanding. Teachers have high expectations, good subject knowledge and excellent relationships with their pupils.
- Pupils are confident and enthusiastic learners. They enjoy school and behave responsibly and safely in classes and outside. They are caring and respectful to each other.
- The school provides many stimulating and practical opportunities for learning throughout the school day. Staff ensure that pupils are safe and well cared for.
- The school is well led by a caring headteacher, effectively supported by the deputy headteacher and a school staff who work very well as a team.
- The governing body has improved its contribution to the management of the school in the last two years. Governors now have good knowledge of the school's strengths and areas for improvement, and are increasingly confident in playing their part in improving school performance.

It is not yet an outstanding school because

- Gaps remain between the attainment of those eligible for support through the pupil premium and other pupils.
- Occasionally, teaching does not always take into account the particular needs of individual pupils.
- Subject leaders do not have enough opportunities to check on teaching and learning throughout the school. This limits their contribution to school improvement.

Information about this inspection

- Inspectors observed 16 lessons or part lessons taught by 10 teachers. Five lessons were observed jointly with the headteacher or deputy headteacher.
- Meetings were held with pupils, the headteacher and deputy headteacher, members of the management team and five members of the governing body. A telephone discussion took place with a representative of the local authority.
- Inspectors observed the school's work. They examined the school's development plans and self-evaluation, safeguarding arrangements, health and safety files and records, school policies, external evaluations of the school's effectiveness and a range of pupils' work. Inspectors took account of 79 responses to the on-line Parent View survey as well as a letter and an e-mail from parents received during the inspection.
- The inspectors also examined questionnaire responses from 18 members of staff.

Inspection team

Rodney Braithwaite, Lead inspector

Additional Inspector

Carol Jones

Additional Inspector

Full report

Information about this school

- St Saviour's C of E Junior School is smaller than the average-sized primary school. The number on roll is rising rapidly.
- Three quarters of pupils are White British, the remainder coming from a range of other ethnic heritages.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for support through the pupil premium (additional funding for looked after children, pupils known to be eligible for free school meals and children of service families) is slightly below average. There are currently no children of service families in the school.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- There are two classes in each year group and pupils are placed in ability sets in all years for English and mathematics.
- There are privately managed clubs for children before and after school on the school site. These were not included in the inspection.

What does the school need to do to improve further?

- Make sure that the work set is at the right level of difficulty for each individual pupil and that all are supported as appropriate, so that their needs are fully met.
- Close the gap in attainment between those eligible for support through the pupil premium and other pupils, in English and mathematics, by continuing to focus carefully on support that precisely meets their needs.
- Increase the involvement of subject leaders in checking the quality of teaching and learning across the school so that they can support colleagues and contribute to school improvement more effectively.

Inspection judgements

The achievement of pupils is good

- Pupils enter the school in most years with average or slightly above average standards in reading, writing and mathematics, although this can vary. Action taken by the school's leadership since the last inspection has resulted in rapid improvement in attainment across all years, so that pupils are reaching above average standards in mathematics and reading at the end of Year 6.
- In writing, the proportion of pupils reaching higher levels has reduced a little in the last two years. The school has acted upon this with urgency and, as a result, there is strong evidence that writing in the school has now improved. More pupils in the present Year 6, for example, are now reaching higher levels and achieving well.
- Most pupils achieve well. This includes disabled pupils and those who have special educational needs and the small number of pupils from different ethnic heritages. The learning of the more able pupils has improved strongly since the last inspection.
- Some pupils eligible for support through the pupil premium have not been reaching similar levels of attainment to other pupils in the school in both English and mathematics, as measured by their average point scores at the end of Key Stage 2. For the last year the school has targeted these pupils for accelerated improvement. Inspection evidence indicates that this has resulted in catching up and the gap in attainment is now narrowing.
- Pupils read widely and regularly, and even those who find reading more difficult say the school provides them with a good range of interesting and enjoyable books. They name many popular books and authors and also talk about their reading of *Romeo and Juliet* and *Alice in Wonderland*. They have also been taught to link letters and sounds well (phonics) to help them read unfamiliar words.

The quality of teaching is good

- Teaching is good throughout the school, and some is occasionally outstanding. An example of this was seen in a Year 5 class when pupils were learning how to write a critique of a variety of texts they were reading. Learning and achievement were outstanding because of the high expectations of the teacher and the pupils themselves, excellent attitudes to learning and a very good understanding of the progress being made by all pupils.
- Teaching is not outstanding throughout the school because while teachers plan tasks and activities for different ability groups, they do not always take this a stage further by concentrating on the individual needs of some pupils.
- This has been the case in the past with some pupils eligible for support through the pupil premium. Whilst they have not been neglected in the support given to them, it has not been personalised enough and so some gaps remain between their attainment and that of other pupils in the school.
- More effective and specific planning has improved the teaching of these pupils in the last year, and with the additional support of competent teaching assistants and guidance by the inclusion manager, nearly all of these pupils are making much better progress.
- Teachers have been successful since the last inspection in improving their teaching of the more able pupils, in particular in mathematics where many pupils are reaching above average levels or better.
- Good challenge and subject knowledge are typical of much of the teaching in the school. This was seen in a good lesson in Year 6 when pupils were well challenged in learning about the changes in shapes when rotating clockwise and anti-clockwise. This was not an easy task, but the teacher made sure that all pupils became confident in their understanding.
- Teachers have worked well to promote a wide range of interesting and stimulating activities across all subjects, which is helping to promote pupils' wider application of basic skills in literacy, numeracy and information and communication technology.
- Teachers' marking is consistent and much improved since the last inspection, often involving a two-way dialogue with pupils. Pupils are also made well aware of their targets for learning, and how to improve.

- Parent responses indicated unanimous satisfaction with teaching in the school. One commented, 'The school has first rate teachers.'

The behaviour and safety of pupils are good

- Pupils behave well throughout the school. They are particularly careful to act safely at all times on a widely spread school site where many of them frequently move between playgrounds, halls and classrooms which are some distance apart. This was especially noticeable on one day during the inspection when continual drizzle made outside areas very slippery.
- Pupils' enthusiastic attitudes to learning are a strength of the school. In discussion they name a wide range of activities which they have enjoyed and which they think has helped their learning. These include the visit of Year 5 to Hampton Court, painting plates in a museum, many history topics and participation in regular school musicals and plays.
- Behaviour is not yet outstanding because a small number of pupils have difficulty conforming with agreed school rules. A few also are persistently late for school. However, there have been no pupil exclusions in the last two years.
- School leaders are taking active steps to encourage pupils, especially older ones, to take greater responsibility for their behaviour. These pupils are already involved in looking after disadvantaged pupils, or pupils new to the school.
- Pupils understand and talk sensibly about different kinds of bullying. They cite rare incidents of a minority of pupils 'being mean' as their main concern and do not see bullying as an issue.
- Pupils say that the anti-bullying week and their regular lessons in personal, social and health education have been very helpful to them in knowing what is or is not acceptable behaviour. Recorded incidents of racial or homophobic comments and cyber bullying are rare, and dealt with firmly if they do occur.
- Pupils are especially proud of the regular efforts they make to raise money for charities. The school council reported to the whole school on the latest money raising for cancer relief, and then described their future plans for further charity fundraising.
- Attendance over several years has been above average, although falling slightly this year as a result of a widespread virus.
- The school has extensive and effective links with external agencies to meet the needs of the most vulnerable pupils, and to support families in difficult circumstances.
- Parents and staff are very positive about the behaviour of pupils in the school, and the provision by the school for safety and security.

The leadership and management are good

- The development of teaching and learning in the school has been led effectively in the last two years by the headteacher with the support of the deputy headteacher, and has led to improved teaching and achievement. Improvement has been driven by raising the consistency of the quality of teaching, using the school's progress tracking information more frequently and effectively, and involving pupils more directly in checking their own learning.
- The school is led well by a calm and knowledgeable headteacher who appreciates the staff and knows the pupils well. His ambitions for school improvement are shared by the deputy headteacher, who is also an excellent role model for teaching, and by the whole staff.
- There is notably high morale amongst the staff whose determination to improve school performance is reflected by the excellent attitudes of pupils.
- The school's record of improvements to achievement, teaching and the use of progress and tracking data indicate that the school has a good capacity for continued improvement.
- The school's documents, outlining its strengths and weakness and development plans, are also much improved since the last inspection. They are realistic and accurate and related to a clear programme of

timed improvement.

- Leaders in charge of subjects are not yet fully involved in checking the quality of teaching and learning across the school. In this respect, the school is, at present, too dependent on its two senior managers.
 - The training needs of staff are built into school planning, and their targets are closely related to the needs of the school and their own more specific training needs. There are secure links to the performance management of staff and also to teachers' pay awards.
 - School leaders have broadened the range of learning activities across all subjects and this has helped maintain good behaviour as well as the school's promotion of pupils' spiritual, moral, social and cultural education. This is helping pupils develop good levels of self-control and self-confidence, and to enjoy high levels of social and cultural activity, especially in the performing arts.
 - School leaders promote equal opportunities and cooperative relationships effectively. This ensures there is no discrimination through gender, ethnic heritage, disability or special educational needs.
 - Use of the pupil premium funding is carefully monitored by leaders and the governing body, as demonstrated by actions taken in the last year. Funding is used in a variety of ways, including extra adult support, improved resources, family support, additional learning opportunities and access to a homework club.
 - The local authority has been regularly involved in supporting the school's improvement, especially in its successful drive to raise the quality of teaching. The authority considers that the school has made good enough progress so that its support now is mostly by request.
 - The school has a strong partnership with parents as shown by the school's own survey and Parent View. Almost all parents would recommend the school to others.
 - **The governance of the school:**
 - Governance is another area showing noticeable improvement since the last inspection. Under a new Chair and with several new governors, the governing body has made conspicuous efforts to develop its role to be more challenging to leaders, and have a greater depth of knowledge of the school. Governors have undertaken a good level of training and have developed their awareness of information on pupils' progress. They are organised into several active reporting committees, and most are regular visitors to school. They are rigorous in setting performance targets for the headteacher, and are developing a more thorough understanding of policy guidelines for the pay progression of staff, especially relating to the quality of teaching in the school. Governors ensure that safeguarding arrangements meet requirements and that school policies are regularly reviewed
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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

Unique reference number	109153
Local authority	Bath and North East Somerset
Inspection number	405219

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Emma Hollingsworth
Headteacher	Kevin O'Shea
Date of previous school inspection	10–11 March 2011
Telephone number	01225 310137
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