

St Saviour's Roman Catholic Primary School

Summers Lane, Totland Bay, Isle of Wight, PO13 0HQ

Inspection dates 20–21 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching requires improvement because teachers do not have high enough expectations of what pupils are capable of achieving, and do not always match the work pupils are asked to complete to their different abilities.
- Achievement requires improvement because pupils do not always make the progress they are capable of in lessons. This has a negative effect on standards of attainment, especially in English and mathematics.
- The quality of teachers' marking needs to improve because it does not consistently provide pupils with information about how they can improve their work.
- The leadership and management of the school require improvement because subject leaders do not have a clear understanding of how well pupils are achieving in their subjects, especially in English and mathematics.
- The majority of the measures introduced by the new headteacher to improve the quality of teaching have not had sufficient time to bring about consistently good or better teaching throughout the school.

The school has the following strengths

- The headteacher has brought stability to the school after a period of turbulence to leadership and management.
- She has a realistic idea of what needs to be done to improve and has carried out measures to tackle areas of weakness in pupils' achievement, some of which have already had a positive impact on pupils' progress.
- Pupils enjoy school and have good attitudes to learning.
- Parents and carers correctly believe that the school is a safe and secure place and that their children are well cared for.
- Pupils' behaviour has improved and is now good because the headteacher has made sure that the school's behaviour policy is now implemented consistently by all teachers and other adults.
- The governing body supports the school well and has a clear understanding of the school's strengths and areas to improve.

Information about this inspection

- The inspector observed seven lessons taught by five teachers. One was a joint observation with the headteacher.
- The inspector observed the work of the school and looked at documentation including the school's self-evaluation, school development planning, teachers' planning, school tracking information regarding the progress of individual pupils and a range of school policy documents.
- The inspector also listened to pupils of different ages reading and made short observations of sessions on the teaching of phonics (pupils learning letter patterns and the sounds they represent).
- Discussions were held with the headteacher, members of the governing body, subject leaders, staff and pupils. A telephone conversation took place between the lead inspector and a representative of the local authority.
- The inspector observed pupils' behaviour and examined the school's safeguarding procedures and documentation.
- The views of the 28 parents and carers who responded to the Ofsted on-line Parent View survey, and also those who held discussions or communicated by letter with the inspector, were analysed.

Inspection team

Michael Barron, Lead inspector

Additional inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school.
- The school has undergone a period of change in its leadership and management since the previous inspection and has had multiple acting headteachers.
- The present substantive headteacher took up her position at the beginning of the spring term 2013.
- Nearly all the teaching staff have been appointed to the school since the previous inspection.
- All pupils are taught in mixed-age classes.
- Nearly all pupils attending the school come from a White British background.
- A very small proportion of pupils come from minority ethnic backgrounds, although none speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is above average. These include speech, language and communication needs.
- The proportion of pupils known to be eligible for the pupil premium (additional funding from the government for groups of pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching so that all pupils make at least good progress in all year groups, especially in English and mathematics, by making sure that:
 - teachers always have high expectations of what pupils are capable of achieving in lessons
 - the work pupils are set is not too hard or too easy for pupils of different abilities to complete successfully
 - the quality of teachers' marking improves so that it always clearly shows pupils what they need to do to improve their work.
- Improve the effectiveness of the subject leaders of English and mathematics by making sure that:
 - they have the skills and knowledge to analyse the progress of individual pupils correctly in order to get a true idea of how well pupils are doing
 - they have a clear idea of how well the school is performing in their subjects when compared to the national average.

Inspection judgements

The achievement of pupils

requires improvement

- Children usually join the school's mixed Reception and Year 1 class with the skill levels typically seen for their age, although this can vary from year to year because of the small number of children involved. Children only make nationally expected progress during their first year in school and pupils continue to make expected progress in nearly all other year groups, which is why achievement requires improvement.
- Disabled pupils and those who have special educational needs, pupils from minority ethnic backgrounds and those entitled to extra help from the pupil premium, make similar progress to all other pupils across the school. As a result, pupils attain average standards in reading in both Year 1 and Year 2.
- Only nine Year 6 pupils remain from the 24 pupils in this year group who attended the school in Year 2. Their work confirms that the standard of attainment of this small number of pupils is average in reading, writing and mathematics and this represents nationally expected progress but not good progress. Pupils' attainment in other year groups varies due to differences in the quality of teaching.
- There are no children of service families in the school and too few children who are looked after by the local authority to comment on their performance in relation to other pupils in the school. However, pupils entitled to free school meals fell behind other pupils in the school by three terms in both English and mathematics as measured by their average point scores at the end of Key Stage 2 in 2012.
- However, it is evident from pupils' work in Year 6 that the school has narrowed the gap significantly between this group of pupils entitled to pupil premium funding and all other pupils.
- The majority of the parents and carers who completed the on-line questionnaire or who were interviewed during the inspection believe that their children are making good progress at the school. However, a few voiced doubts and this view reflects the inspection findings more closely.

The quality of teaching

requires improvement

- Too much of the teaching throughout the school requires improvement because teachers' expectations of what more-able pupils are capable of achieving are not as high as they should be. In several lessons the work the more-able pupils were asked to complete was not matched to their abilities. The tasks were often unchallenging.
- Work is not always set at the right level for the less-able pupils either. They sometimes found the work too difficult, including those who received support from adults. As a result, pupils did not always make the progress they were capable of.
- Nearly all teachers display good classroom management skills and make sure that lessons flow smoothly. Pupils are attentive and behave well in lessons and teachers have good relationships with the pupils in their classes.
- Some teaching observed during the inspection was of a good standard and an example of this was observed in a stimulating phonics lesson for Year 1 and Year 2 pupils. The teacher matched the work well to pupils' abilities and previous learning and made sure that all the pupils were thoroughly engaged in learning at all times. As a result, pupils enjoyed the lesson. They worked hard and made good progress in developing both their reading and writing skills.

- The quality of teachers' marking varies. Some is good, but most does not give pupils specific guidance on what they need to do to improve their work and meet their learning targets. There are also occasions when work is not marked at all. In both cases, this affects pupils' progress.

The behaviour and safety of pupils are good

- Pupils say that behaviour is good and has improved markedly, especially in lessons, since the present headteacher took up her position at the start of the term. Pupils put this down to the fact that the headteacher has made sure that the school's behaviour policy is now carried out consistently by all teachers and other adults.
- Pupils have good attitudes to learning. They are polite and show respect for other pupils and adults. Pupils enjoy school and this is reflected in their good punctuality each morning. Their rates of attendance are average, although improving. Pupils look forward to taking part in activities which involve the local community, for example raising money for charities such as CAFOD, the Catholic Agency for Overseas Development.
- All the parents and carers who responded to the on-line Parent View survey believe that pupils are well behaved. They also believe that the school is a safe and secure place and that their children are very well cared for. Pupils have developed a good understanding of how to stay safe, especially when, for example, crossing roads or playing on the beach. They say that they feel safe in school and are confident that adults will always help them if they have any concerns.
- Pupils also say that there are a few incidents of poor behaviour by a very small minority of pupils. They believe that, although there were some instances of bullying last term, there is now no bullying at all. Pupils are also confident that should bullying of any type ever occur again, for example physical, emotional or cyber bullying, it would always be dealt with quickly and firmly by adults.

The leadership and management requires improvement

- The role of subject leaders, criticised in the previous inspection report, remains an area in need of improvement. The subject leaders of English and mathematics do not have a clear understanding of how well pupils are achieving in their subjects.
- They are not involved in assessing pupils' progress and agree that the information the school holds about the progress of individual pupils is inaccurate. As a result, they do not have an informed understanding of how well the school is performing in English and mathematics when compared to other schools nationally.
- The headteacher is dedicated to making sure the school improves its effectiveness as quickly as it can. She has developed a very realistic view of the school's strengths and those areas in need of development and this is evident in the school's plans for improvement.
- The headteacher has also brought stability to the school after a prolonged period of turbulence in leadership and management. As a result, the leadership of teaching has improved and teachers now fully understand the need to make sure their teaching is consistently good or better if standards of attainment are to rise.
- Several of the measures the headteacher has introduced since her arrival have not had time to have an impact on raising standards. However, some have. For example, the introduction of dedicated phonics sessions, for Year 1 and Year 2 pupils, has already improved their attainment in reading.
- The school receives a moderate level of support from the local authority, especially regarding

managing its budget.

- The range of subjects and topics meets the needs of pupils effectively in some aspects. For example, spiritual, moral, social and cultural development is promoted well, as is pupils' safety and well-being. Pupils say that they enjoy taking part in the wide range of popular after-school activities and look forward to school visits to places of interest and meeting interesting visitors to the school.
 - The school's relationships with parents and carers declined during the time of uncertainty in the leadership of the school. This led to some parents and carers moving their children to other schools. However, the school's reputation in the community is now improving under the new headteacher. This was evident from the positive responses to the Parent View survey and the fact that the number of pupils on the school roll is beginning to rise.
 - **The governance of the school:**
 - The governing body supports the school well and fulfils all its statutory duties effectively, including those linked to safeguarding pupils' welfare. Individual governors play an active part in school life. They keep a close watch on the school's performance in relation to other primary schools nationally. Governors are aware that the quality of teaching needs to improve and are capable of asking the school challenging questions regarding its effectiveness. The governing body makes sure that pupils have equal opportunities to succeed and that discrimination of any kind is not tolerated. Governors have implemented successful initiatives to improve the school's finances, for example cutting staffing costs in response to a falling roll. The governing body closely monitors how effectively the school spends the pupil premium to give extra support to eligible pupils. Governors also receive regular training in their roles, including those linked to the safer recruitment of staff. The governing body checks school performance information closely. This includes information regarding the performance of all staff, especially the quality of teaching, and its links to salary levels. Governors know what the school is doing to reward good teaching and to tackle any underperformance. It knows about the targets that are set for teachers to improve their teaching.
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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	118196
Local authority	Isle of Wight
Inspection number	405755

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	112
Appropriate authority	The governing body
Chair	Pat Williams
Headteacher	Maureen Etheridge
Date of previous school inspection	25-26 November 2010
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