

Saviour CE Primary School

Eggington Street, Collyhurst, Manchester, M40 7RH

Inspection dates 11–12 February 2014

Overall effectiveness	Previous inspection:	Good	2
	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

- Pupils' attainment by the end of Key Stage 2 is below the standard expected nationally, especially in reading and writing.
- Pupils' progress varies across the school. It is weakest at Key Stage 1. Not enough pupils make more than the progress expected of them in reading, writing and mathematics.
- The most able pupils are not always given work which is hard enough to help them reach the higher levels of which they are capable.
- Teachers do not always have high enough expectations of what pupils can achieve and sometimes do too much for them.
- The quality of teaching requires improvement. Teachers do not measure pupils' progress well enough to plan work that is at the correct level for pupils, neither too easy nor too hard.
- The sharing of good practice which exists in the school to improve teaching is not developed well enough.
- Leadership and management require improvement. Leaders and managers have not checked the quality of teaching and its impact on pupils' achievement carefully enough so that improvements can be made and weaknesses can be tackled at an early stage.
- The role of middle leaders is not developed well enough to support effective checking on progress and teaching.

The school has the following strengths

- Children get off to a very good start in the Early Years Foundation Stage. Teachers lay firm foundations so that children make rapid progress, usually from very low starting points.
- Pupils behave well. They are polite and helpful to each other and to adults.
- Pupils, especially the most vulnerable, are well cared for. Their attendance has improved dramatically since the previous inspection because they enjoy coming to school where they feel happy and safe.
- Knowledgeable governors are challenging the school's leaders to improve teaching and raise pupils' achievement.

Information about this inspection

- Inspectors observed parts of 14 lessons, two of which were carried out jointly with the headteacher and deputy headteacher. All classes were observed as well as a number of support sessions for groups or individual pupils.
- Inspectors looked at work and marking in pupils' books.
- Meetings took place with senior and middle leaders and with members of the governing body. Telephone conversations were held with a representative of the local authority, a quality assurance visitor commissioned by the local authority and with the school's improvement partner.
- Discussions were held with some parents at the beginning of the school day.
- Inspectors looked at a wide range of other evidence including the school's self-evaluation and improvement plans, pupil progress data, performance management information, safeguarding documents and behaviour logs, and reports to the governing body.
- There were insufficient responses to the on-line questionnaire (Parent View) to be able to gain access to them. However, inspectors took note of two paper copies of questionnaires returned and the responses in 25 staff questionnaires.

Inspection team

Hilary Ward, Lead inspector	Additional Inspector
Peter Jones	Additional Inspector

Full report

Information about this school

- The school is a little smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for pupil premium funding is extremely high at nearly three-quarters of all pupils. Pupil premium is additional government funding for pupils known to be eligible for free school meals, children looked after by the local authority and children of service families.
- The proportion of pupils from minority ethnic groups is more than twice the national average, coming from a range of backgrounds and heritages. The number of pupils who speak English as an additional language is also well above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is a little above the average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- A relatively high number of pupils join or leave the school part way through their primary education and many of these pupils speak English as an additional language.
- The school is failing to meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least consistently good by:
 - ensuring teachers accurately assess what each pupil already knows and can do so that work is planned which builds on their understanding and challenges pupils to make the best progress they can in each lesson
 - ensuring pupils are given time to complete pieces of work and to correct mistakes
 - sharing the existing best teaching practice within the school.
- Raise the standards pupils reach in all subjects, but particularly boys and the most able pupils in reading and writing by:
 - making good use of assessment data to set more ambitious targets year on year
 - having higher expectations for what pupils, particularly the most able, can achieve so that more of them reach higher levels of attainment
 - building on the curriculum work, already started, to introduce more themes and topics which interest boys so that they enjoy learning
 - helping pupils to develop their verbal skills so they can answer questions and explain their views more effectively.
- Improve the effectiveness of leaders and managers at all levels by:
 - monitoring and analysing assessment data more thoroughly to identify under-achieving individuals and groups of pupils at an early stage
 - developing the role of middle leaders so that they are accountable for raising standards in their areas of responsibility
 - developing partnerships with other good and outstanding schools to share best practice and check that assessments of pupils' work are accurate.

Inspection judgements

The achievement of pupils requires improvement

- Achievement requires improvement because standards by the end of Key Stage 2 are below average, especially in reading and writing. Achievement in mathematics is higher but pupils are not reaching expected standards in reading, writing or mathematics.
- Although more pupils are making the progress expected of them from their starting points, not enough make more than this. The most able pupils are not reaching the higher levels of attainment of which they are capable.
- Test results are not always presenting an accurate picture of progress in the school because a large number of pupils start in the school at different times from those that are usual. However, the school's data on progress show that it varies from year group to year group. Overall, not enough pupils consistently build quickly on their attainments from year to year to make more than expected progress in English and mathematics.
- Girls consistently do much better than boys. The school has taken steps to introduce themes such as super-heroes and American Indians to capture boys' interest and improve their willingness to read and write. Work in pupils' books shows that this approach is beginning to show positive results.
- Children start school in the Early Years Foundation Stage with skills and knowledge which are typically well below those expected for their age. They make very good and some make outstanding progress during their time in Nursery and Reception classes because they experience a good range of stimulating activities. Children develop their early communication and social skills well from very low starting points because they participate regularly in clear routines, copy the good language models provided by adults and enjoy plenty of opportunities to talk. Children make a good start in understanding numbers, letters and sounds, and most enter Key Stage 1 with knowledge and skill levels which are closer, but still below, those expected for their age.
- This good early start is not built upon well enough when pupils move into Key Stage 1. Progress requires improvement because teachers do not use the very good assessment information provided by the Early Years Foundation Stage teachers in order to build on pupils' knowledge and understanding quickly enough. As a result, pupils sometimes repeat work they can already do and their learning slows. Pupils begin to make more rapid progress in Year 2 but attainment is still below the national average in reading, writing and mathematics by the end of Key Stage 1.
- Pupils make a good start with their reading in the Early Years Foundation Stage but this tails off as they move through the school. In the screening check in phonics (letters and their sounds) in Year 1, the proportion of pupils achieving the expected standard is slightly below average. At the end of Year 2, pupils are starting to read with more confidence. These skills are not promoted successfully enough in Key Stage 2 and attainment in reading is below average. However, the rate of progress is increasing in response to more specialist reading support for individuals and groups. Older pupils are showing more enthusiasm for reading because the library has been extended and a book club started. These actions are resulting in pupils' increased enjoyment of, and improved skills in, reading.
- In writing, many pupils can express their ideas and are starting to be more accurate with sentence structure and punctuation. Older pupils often lack the vocabulary and imagination needed, especially for the most able to reach the higher levels in their work.
- Pupils' progress in mathematics is better and the proportion of pupils making expected and more than expected progress is close to national expectations because teachers have undergone extensive training in this subject in the last year.
- Leaders have been very effective in closing the gap between the pupils eligible for the pupil premium and their peers. By the end of Key Stage 2, pupils who are eligible for this additional funding, including those known to be eligible for free school meals, are making the progress expected of them in writing and mathematics. They attain similar levels to other pupils in the

school, but this is higher in reading because of the extra help provided.

- Pupils from minority ethnic groups and those who join the school speaking English as an additional language, sometimes at later stages in their primary education, overall make similar progress to others. In lessons, they often make better progress because of the support they receive.
- Disabled pupils and those with special educational needs make expected progress from their different starting points because their progress and needs are closely checked and appropriate action taken. The school works to promote equal opportunities for these pupils to succeed by providing good support in class and well targeted additional help in individual and group sessions. Outcomes of work to promote the achievement of other groups of pupils are variable.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not consistently good across the school. Teachers often do too much for the most able pupils so that they have insufficient opportunity to extend their learning quickly enough by trying out things which challenge them. Teachers do not always have high enough expectations of what the most able pupils can achieve so that targets set for them are not ambitious enough.
- On the other hand, pupils of lower ability do not always enjoy success because they fail to complete pieces of work when they are expected to do the same as the rest of the class, even though the task may be too hard for them.
- Older pupils know their targets but, although teachers' marking has improved, it is still variable and does not consistently give pupils a clear understanding of what they need to do next in order to reach their targets. Marking is better in mathematics than in English books with next steps more clearly indicated; however, pupils are not always given opportunities to practise work or correct mistakes in order to improve.
- Teachers have reviewed curriculum topics to make them more interesting and exciting for their pupils, especially boys, and this is beginning to show some success. For instance, in a Year 2 physical education lesson, all pupils thoroughly enjoyed using their imaginations in dance routines based on the story of *Aladdin*.
- Teaching in the Early Years Foundation Stage is good. Adults plan activities in the lovely environment of the Nursery which are linked to a theme and help children develop well in all areas of their learning. During the inspection the theme was dinosaurs, which all children, especially boys, were enjoying. They drew them, counted them, wrote about them, made them, talked about them and pretended to be dinosaurs.
- The teaching of reading is good in the Early Years Foundation Stage. Children in Reception Year take part in exciting sessions which help them to use their knowledge of letters and the sounds they make in their reading and writing. Children could find the 'ar' sound in proper words, made-up words and sentences. Reading skills have not been promoted as effectively in the rest of the school, but the teaching of letters and sounds throughout the school and the introduction of daily guided reading sessions are resulting in pupils reading for pleasure and improving their skills of reading for understanding.
- Adults in the Early Years Foundation Stage are very good at extending children's language, especially those new to speaking English as an additional language. This good practice is not always shared with other teachers: pupils higher up the school do not always experience the same good modelling to enable them to learn new vocabulary and correct grammar so that they can explain themselves confidently.
- Teaching assistants have taken part in recent training, as a result of which they are able to provide effective support to pupils, particularly in group and individual support work. This has contributed to the improved performance of pupils eligible for the pupil premium, those who speak English as an additional language and those with special educational needs. Teaching assistants are now more frequently working with groups of the more able pupils to help them move on more quickly.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Their attention in lessons is good and classrooms are calm and orderly. Pupils are keen to learn and the majority of pupils contribute well in discussions with learning partners, in groups or class discussions.
- Pupils are polite, helpful and supportive of each other. Older pupils are not always given enough opportunity to take on responsibilities for younger pupils but contribute in other ways to the life of the school, such as helping to plan assemblies or being monitors for various jobs. They keep the school clean and tidy, are punctual to lessons and respond quickly to instructions.
- The school's work to keep pupils safe and secure is good. Pupils say bullying is rare and quickly sorted out. Older pupils have a good understanding of risks including cyber-bullying, but younger pupils less so. Years 5 and 6 are offered cycling proficiency courses, and visitors, such as the police and health staff, regularly come to the school to talk to pupils about health and safety issues.
- The school keeps good records about poor behaviour although incidents are very low. Parents spoken to are extremely positive about the effect the school has on the good spiritual, moral, social and cultural development of their children. There is plenty of evidence to support this in displays around the school and in the attitudes of pupils to their work, to each other and to staff.
- The school is a safe haven for many pupils and provision for pupils whose circumstances make them most vulnerable and support for their families is very good and much appreciated. Pupils' relationships with adults are strong and they say they know they can always turn to an adult for help.
- Parents are confident that their children are happy and well cared for and that their children enjoy coming to school. As a result, attendance has improved markedly since the previous inspection and is now in line with the national average.

The leadership and management requires improvement

- Leadership and management require improvement because senior leaders have not been checking on pupils' progress closely enough to prevent standards from falling since the previous inspection. Leaders have recognised what needs to be done to improve and actions are in place to move the school forward.
- A key priority in ensuring accuracy in assessment and the collection and analysis of assessment data is now reaping benefits. As yet this information is not shared effectively across the school so that teachers can plan lessons which will raise achievement more quickly. Similarly, the analysis of data has not always been swift enough to spot underachievement. This is starting to improve as can be seen in more attention being given to boys' progress in English.
- The school's leaders have recently improved the checking on teaching and linking it more closely to its impact on pupils' learning and progress over time. Although aspects to improve are identified, action is not always taken to ensure these are fully implemented.
- There is a lack of an effective middle-leadership structure to enable responsibilities to be shared more widely, although the Early Years Foundation Stage is well led and managed. Some recent partnerships with other schools are providing support for senior managers but have not been developed to include all staff to share views about good practice or to assess pupils' work.
- Performance management is now in place and is holding teachers and teaching assistants to account more effectively. There is a sharper focus on identifying individual professional development needs as well as ensuring all teachers are working towards targets to raise standards, as outlined in the school's development plan.
- The local authority has worked well with the school's leaders to help them to check the impact of their work more accurately and to provide support for school improvement, both directly and by commissioning a quality assurance visitor. The school has also sought advice from a number of specialist independent consultants.

- Safeguarding and child-protection arrangements meet requirements. The headteacher and deputy headteacher are often the lead professionals in setting up multi-agency meetings to safeguard children.
- The curriculum has improved and promotes pupils' spiritual, moral, social and cultural development well through a more extensive range of visits out of school and visitors coming into school to broaden pupils' experiences. Pupils are more involved in choosing topics which interest them.
- **The governance of the school:**
 - Governance is good. Members of the governing body have undertaken an audit of skills and put in place a training programme. This has enabled them to challenge the school's leaders more effectively. They review data and are keen to ensure that the provision improves and standards are raised, and are fully aware of their role in ensuring this happens.
 - Governors are more involved in the life of the school, so that they have first-hand knowledge to ask questions about pupils' progress and the performance of different groups, although not all members of the governing body have a link into school as yet. They are aware of the quality of teaching and check performance management of staff to ensure that promotion and pay rises are linked to good performance and additional responsibilities.
 - Governors evaluate the pupil premium spend effectively so that it is showing positive results in closing the gaps and improving the performance of eligible pupils. Similarly, they know how the primary sports funding is spent and ensure it is buying in specialist coaches and physical education teachers to provide additional opportunities for pupils to try new sports and to model lessons to the school staff.

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	105548
Local authority	Manchester
Inspection number	432380

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	The governing body
Chair	Joyce Mounfield
Headteacher	Evelyn Lister
Date of previous school inspection	12 July 2011
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