

St Saviour's C of E Primary School

Chrisp St, London, E14 6BB

Inspection dates 24–25 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	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.

- The headteacher is a strong and determined leader. This is a key factor in the school's rapid and continuing improvement.
- Children start school with skills and knowledge well below those expected for their age. They make good progress and achieve well. By the end of Year 6, most attain at least in line with national averages in reading, writing and mathematics. More pupils now reach the higher levels than at the time of the previous inspection.
- All groups of pupils make good progress. This is, in part, because leaders regularly check to make sure that the extra funding which the school receives is spent wisely. Extra support for pupils is of high quality.
- Leaders and managers, supported by the governors, have ensured that the quality of teaching has improved since the previous inspection. It is now typically at least good.
- Pupils behave well in and around the school. Pupils and parents agree the school keeps everyone very safe.
- Pupils understand how to be good learners. They talk confidently about their work and are keen to share new ideas and to give each other support.
- Members of the governing body have an excellent understanding of the school's strengths and weaknesses. They offer a high level of challenge to school leaders and are ambitious for continued improvement.

It is not yet an outstanding school because

- Not all teachers quickly adapt their teaching during lessons according to how well pupils are progressing. This means that, occasionally, pupils who need extra help do not make as much progress as they might.
- Pupils are not always given enough opportunities to act upon teachers' comments and correct or improve their work.

Information about this inspection

- Inspectors observed 15 lessons and part lessons, including five joint observations with leaders.
- Inspectors listened to pupils read, visited an assembly and looked at pupils' work from a selection of their exercise books.
- Inspectors met with pupils and talked about their work and experiences. Meetings were held with staff, including leaders of English, mathematics, the Early Years Foundation Stage and special educational needs. Meetings were also held with governors, including the Chair of the Governing Body, and representatives from the local authority and London Diocesan Board.
- Inspectors reviewed a range of documentation. This included evidence relating to safeguarding, pupils' behaviour, attendance, the management and performance of staff, and the school's checks on pupils' progress.
- Inspectors took account of the 27 responses from parents to the online questionnaire, Parent View, and the school's own recently completed questionnaire. Inspectors also scrutinised questionnaires submitted by 27 members of staff.

Inspection team

Penny Spencer, Lead inspector

Additional Inspector

John Mason

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. It has one form of entry in all year groups and a Nursery class.
- The proportion of pupils from minority ethnic backgrounds is above the national average. However, most of these pupils speak English as a first language and the proportion of pupils who speak English as an additional language is low. The main ethnic groups are White British and African.
- Just over half of all pupils are supported by the pupil premium, which is higher than found nationally. This is additional government funding to support those pupils known to be eligible for free school meals and children who are looked after.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average. This is also the case for pupils supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school manages a breakfast club which was observed as part of this inspection.
- Since the previous inspection, there has been a number of changes to the school staff at all levels.

What does the school need to do to improve further?

- Improve the quality of teaching to raise further the achievement of all groups of pupils by:
 - ensuring all teachers quickly and consistently adapt their teaching during lessons to support those who need some extra help
 - making sure that all teachers give pupils sufficient time to act on the comments made during marking and feedback and so improve their work.

Inspection judgements

The achievement of pupils is good

- Children enter the Nursery and Reception class with skills and understanding well below those seen typically in all areas of learning. A stimulating environment and good teaching ensure they make at least good progress. Most children then enter Year 1 having caught up to the levels expected for their age. Typically, they are confident learners ready to move forward quickly.
- Good progress for all groups, including the most-able pupils, continues through Key Stages 1 and 2, resulting in rising standards over time. Standards in Key Stage 1 are above average. Information submitted for pupils in 2014 shows that more Year 2 pupils are achieving at a higher level than in previous years.
- This good progress is continued in Key Stage 2. In 2013, the standards at the end of Year 6 were in line with national expectations for reading and writing and above in mathematics.
- Checked, but as yet unvalidated, teacher assessment information submitted for 2014 indicates that all pupils have made the minimum expected progress in reading and mathematics and almost all have in writing. The proportion of pupils making better than expected progress is higher than in previous years.
- Improved teaching of phonics (the sounds which letters make) and the school's work on storytelling are having a very positive impact on standards in reading and in writing. Outcomes of the annual phonics check in Year 1 in 2013 rose considerably, compared with 2012, and were above the national average. Assessment information submitted for 2014 shows further increases for all groups of pupils.
- Inspectors observed pupils in Year 2 using their knowledge of phonics effectively to develop their ability to read unfamiliar texts. By the time pupils reach Year 6, they have a well-developed understanding of how authors build suspense or create interesting characters in fiction. They read widely and often.
- Additional funding for sport is used well. Pupils enjoy taking part in a wide range of activities aimed at developing their sporting abilities. All pupils in Key Stage 2 learn to swim and the school is frequently successful in competitions with local schools.
- Disabled pupils and those who have special educational needs make the same good progress as their classmates because they have good support with their learning. Teachers ensure that the work they are asked to complete is pitched at the right level.
- Pupils who are eligible for additional funding make good progress and their attainment is better than that found nationally. In 2013, Year 6 pupils from this group were approximately six months behind their classmates in reading and mathematics and a year behind in writing. School assessment information analysed by inspectors indicates the gap for Year 6 pupils in 2014 is continuing to close rapidly.

The quality of teaching is good

- The quality of teaching has improved since the previous inspection and is now good. Excellent relationships between teachers and pupils mean lessons are not disrupted by poor behaviour. Classroom displays celebrate children's work and are used extensively to extend learning.
- Teachers and support staff use questioning effectively to develop pupils' understanding. For example, the teacher in Year 5 used different questions well to develop pupils' understanding of how sentences can be used to create a feeling of tension. As a result, pupils produced excellent sentences which were used as examples for others.
- The school uses oral storytelling techniques extensively to support the development of writing. The positive impact of this approach is seen in pupils' writing books across all classes. Pupils understand how to write a story and adapt it to change its outcome or meaning.
- Children in the Reception class and Nursery develop a good vocabulary for learning. Adults interact with the children well and are skilled at developing every learning opportunity.

- Pupils are encouraged to practise their English and mathematical skills in other subjects. The quality of writing in science books is impressive, especially in Year 4. These skills enable pupils to be well prepared as they move into secondary education.
- Teaching assistants provide good support for disabled pupils and those with special educational needs. They work closely with class teachers to plan interesting activities and deliver well-tailored, specific programmes of study.
- Teachers have good subject knowledge in a wide range of subjects. They mark books regularly and pupils understand what needs to be done next in order to improve their work. However, in some classes pupils are not given enough opportunities to correct their mistakes. As a result, progress is slowed.
- Some teachers do not respond quickly enough and adapt their teaching to support pupils who might be stuck, or who need further explanation of the tasks they are engaged in. This can also slow progress for some.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. The school's core values of 'Care, Respect, Inspire' underpin every aspect of school life. There is a strong sense of mutual understanding between adults and children, and relationships are strong.
- Pupils are consistently polite and eager to do well and succeed. They talk confidently about their learning and were observed in every lesson sharing ideas and supporting each other if they were stuck. Behaviour is not outstanding because these positive attitudes are yet to show a stronger impact on overall achievement.
- Pupils play well together in the recently refurbished playground. There is a high level of participation in clubs and activities and there are ample opportunities for pupils to be physically active.
- Pupils say behaviour is good and bullying is rare. They say there is no discrimination and people from all backgrounds get along well together. This is supported by evidence from school records which show a declining number of recorded incidents of any kind of misbehaviour.
- The school's work to keep pupils safe and secure is good. Pupils say that their teachers look after them well. Pupils have a good understanding of how to keep themselves safe, including when using the internet and when out and about on the roads.
- They are aware of different types of bullying, including cyber bullying, and know what to do should any instances occur.
- Parents are fully supportive of the school and agree the school keeps their children safe and secure. They are confident that any behaviour that is less than good or any bullying incidents will be swiftly dealt with.
- Pupils attending the breakfast club start the day well. Activities are varied and there is a good choice of food on offer which pupils enjoy.
- Attendance has improved significantly over time and is now above average.

The leadership and management are good

- Decisive and effective actions taken by the headteacher to develop a strong leadership team and improve the quality of teaching have been successful. Poor teaching has been eradicated and standards and progress for all groups have improved.
- Self-evaluation is accurate and action plans specifically identify the key priorities. These plans are checked and evaluated regularly to ensure improvements are being sustained. The quality of teaching is checked closely using a wide range of different evidence.
- The targets set for teachers are rigorous. Records show that teachers' pay and subsequent movement up the salary scale are linked closely to pupil progress and successful learning. Support for newly qualified teachers is comprehensive and of good quality.

- Subject leaders benefit from the training available through well-developed partnerships with different schools. They play an increasingly significant role in raising standards.
- The recently-revised curriculum covers a wide range of subjects and provides pupils with a rich and varied range of experiences. During the inspection, pupils from a number of year groups were on trips. Reception visited Wigmore Hall for a music session and Year 5 visited East Sussex University for a taster day. The curriculum is enhanced with many extra activities such as music, art and sport, provided by specialist teachers.
- Parents are very happy with the way the school has changed and become more open. They enjoy the sessions where they learn how to support their children. They find the regular newsletters helpful and informative. The vast majority would recommend the school to another parent.
- Spiritual, moral, social and cultural development is strongly promoted. The school actively teaches pupils how to be tolerant of each other's different cultures and religions, while developing an awareness of their own faith. Opportunities for reflection are frequent, both in lessons and during assemblies.
- Good use is made of the pupil premium to provide extra teaching support and a range of specialist interventions, including counselling where needed. Gaps in attainment are closing and progress is accelerating as a result.
- The headteacher and governing body are closely monitoring the impact of the primary sport funding to ensure all pupils can access a sport they enjoy. The school buys in specialist coaches to supplement its own expertise. A wide range of clubs at lunchtime and after school are fully supported by the pupils. This, combined with a strong focus on healthy eating, ensures pupils are developing healthy lifestyles.
- Safeguarding procedures are strong and there are effective checks to ensure that recruitment practice is safe and secure.
- The headteacher organises support from the local authority and London Diocesan Board to match key school priorities. It is highly effective because it matches the needs of the school.
- **The governance of the school:**
 - Since the previous inspection the governing body has been transformed. New governors, with specific skills, ensure there is a depth of understanding when checking pupil progress or the quality of teaching. All governors access high-quality training in the analysing of assessment information, child protection and safeguarding. As a result, they are highly skilled and offer exceptional levels of challenge to the headteacher. They examine a wide range of information to make sure they fully understand the school's strengths and weaknesses. They know how well the school is performing when compared to other schools nationally.
 - Governors have an accurate understanding of the quality of teaching and how this is linked to teachers' pay. They have played a pivotal role in supporting the headteacher to tackle previous underperformance. They check carefully to ensure the pupil premium funding and sport funding are having a positive impact on pupils' achievement and lifestyles.

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	100961
Local authority	Tower Hamlets
Inspection number	442107

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	230
Appropriate authority	The governing body
Chair	Bob Gilbert
Headteacher	Fanoula Smith
Date of previous school inspection	9–10 October 2012
Telephone number	0207 987 4889
Email address	sbm@st-saviours.towerhamlets.sch.uk

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