

# Saviour CE Primary School

Eggington Street, Collyhurst, Manchester M40 7RH

<b>Inspection dates</b>	14–15 June 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- School leaders, including governors, have developed the capacity to continue to improve the school. They have successfully addressed areas for improvement identified at the previous inspection.
- Middle leaders have led improvements effectively in the teaching of English and mathematics.
- The provision in the early years is good. Children make good progress from their starting points.
- Pupils in key stages 1 and 2 make good progress in reading and mathematics. By the end of Year 6, most pupils reach or exceed national expectations in terms of the progress they make in reading, writing and mathematics.
- The quality of teaching, learning and assessment is now consistently good. Senior and middle leaders provide effective feedback to teachers.
- Pupils' personal development and welfare are outstanding. Pupils are extremely sensitive to the needs of others, especially the most vulnerable. Behaviour in class and around school is good and contributes well to learning. Pupils feel safe and secure in school.
- The governing body provides strong, caring and knowledgeable support to school leaders. Governors hold leaders to account for school improvement.

### It is not yet an outstanding school because

- Some pupils do not reach the higher levels of which they are capable in reading, writing and mathematics. Pupils' progress in writing is too slow in a few classes.
- The systems for checking on pupils' progress are not developed well enough to help teachers plan to extend the learning opportunities and challenge for some pupils.
- School improvement plans are not yet sharp enough in showing how the school's planned actions might be measured and evaluated. This slows the pace of further school improvement.
- Information about behaviour and attendance is not fully analysed to inform school improvement planning.

## Full report

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

- Further improve pupils' achievement so that standards continue to rise, particularly in writing, by:
  - strengthening the checking of pupils' progress, so that the information is better used to inform teaching and support for all levels of ability
  - ensuring pupils of all ability are challenged and make the progress of which they are capable.
  
- Improve leadership and management further by:
  - sharpening the focus of school improvement actions so that they can be better measured and evaluated by school leaders and the governing body
  - analysing available information about pupils' progress, behaviour and attendance more effectively to agree and confirm next steps to inform more rapid improvement.

## Inspection judgements

### Effectiveness of leadership and management is good

- Senior leaders, with the support of a caring and knowledgeable governing body, have improved the school so that it is now good. The areas for improvement identified at the previous inspection have been addressed and leaders have evident capacity to take the school to its next stage. The school's procedures for managing the performance of staff have been effective in improving teaching.
- There is now a clear vision and sense of direction which is shared by the vast majority of teaching and support staff. There is a more optimistic and upbeat feel to the school. Staff spoken to say that they have benefited from opportunities to share effective teaching and to learn from each other, for example in the development of pupils' mathematical reasoning skills.
- Senior and middle leaders routinely check on the quality of teaching, learning and assessment. Feedback provided is used well to inform staff about their training needs as well as their strengths, but does not yet go into sufficient detail when linking how teachers might make best use of assessment information to ensure all pupils are challenged effectively in lessons, especially in their writing skills.
- Much thought and effort have gone into creating the school development plan. The document provides essential information which has shaped improvements to date. However, agreed actions are not always precisely stated so that they can be measured and evaluated accurately by the governing body to support a more rapid rate of school improvement.
- Effective initiatives have resulted in consistent approaches by all staff across the school. The development of literacy and numeracy teaching, learning and assessment, consistent application of the school's marking policy and the teaching of phonics (letters and the sounds that they make) have all been improved as a result of effective leadership.
- The whole-school system for collecting information about pupils' progress in each subject is not sufficiently developed. Staff do not yet benefit from senior or middle leaders' deeper analysis of what assessment information means in terms of any strengths or weaknesses in the quality of teaching, learning and assessment. This knowledge would help teachers identify actions to improve the rate of progress for some pupils so that they achieve at higher levels, for example in writing.
- The school's curriculum is broad, balanced and enriching. All pupils study a wide range of subjects beyond English and mathematics. Senior and middle leaders ensure that they check the quality of these and other subjects as consistently as they check learning in English and mathematics.
- Boys and girls enjoy sport activities at lunchtime provided by professional coaches. All pupils show great enjoyment and benefit from music provision by a visiting specialist teacher.
- Pupils learn about British values through 'What it means to be British' topics and when celebrating the Queen's 90th birthday. In personal, social, health and economic education, pupils learn to consider the needs of vulnerable groups in society. They demonstrate an outstanding ability to show respect and tolerance towards other people, regardless of their differences.
- Partnerships with parents are developing well through their attendance at assemblies, parents' evenings and when they assist in guided reading sessions in the early years.
- The school has become more outward looking through sharing good practice with other local schools in its network.
- **The governance of the school**
  - The governing body is knowledgeable and holds school leaders to account for the impact of their work to improve the school. The governing body draws on a good range of relevant expertise among its members in order to conduct its business effectively.
  - Governors are regular visitors to the school and have 'adopted' particular classes so that they get to know in more detail about pupils' progress and behaviour.
  - Governors have audited their strengths and weaknesses and have attended relevant courses to develop their skills. There are named, and trained, governors for safeguarding and safer recruitment of staff.
  - Governors manage the school's budget effectively, ensuring best use is made of all available funds. They have ensured, for example, that funding has been provided to employ two teaching assistants to give additional support to develop the reading and numeracy skills of children in the early years and pupils in key stage 1. Sport premium funding has been used effectively by governors to employ two sports coaches each lunchtime. A greater proportion of boys and girls are now participating in a range

of sports such as basketball, netball and football.

- Lunchtime organisers have benefited from additional training in different sports so that they can support pupils better in learning new skills.
- The arrangements for safeguarding are effective. Staff and governors have regular training on safeguarding and child protection, safer recruitment and reducing the risk of radicalisation. There are named personnel in school for staff to refer to if they have any concerns. Staff talk with confidence about the policies and procedures in place at the school. The school keeps appropriate logs of behaviour and attendance. Information about behaviour and attendance is not fully analysed to inform school improvement planning.

## **Quality of teaching, learning and assessment** is good

- The quality of teaching, learning and assessment has improved since the previous inspection and is now consistently good. This is because senior and middle leaders regularly visit lessons and provide constructive feedback to both teachers and support staff.
- Teaching and support staff ensure that their classrooms are attractive and welcoming. Displays are colourful, well maintained and assist pupils in their learning, for example by explaining the standards expected of them by the end of the year. Pupils have taken on board the high expectations staff have for their learning.
- Due to the skilled and caring teaching and support they receive, pupils are happy in school and want to learn. They show great enthusiasm during lessons because staff take the time to find out about what they know and understand and what they need to do to improve. Pupils appreciate the feedback they receive about the work in their books and take pride in their efforts. For example, when the teacher and the teaching assistant were working with separate groups in a reading and writing lesson, other groups of pupils worked with great independence, perseverance and concentration on reading new texts and identifying unfamiliar words or phrases.
- Teachers apply the school's marking policy consistently: they give regular feedback on pupils' work. Teachers work effectively together to ensure that their assessments of the standards reached by pupils are accurate. As a result of teachers' clear focus on how to extend pupils' learning, most pupils make good or better progress from their starting points in reading, writing and mathematics.
- Teachers and support staff work well together when identifying pupils who need additional support and help. For example, younger pupils in Years 1 and 2 engage well and make progress in their knowledge of phonics when provided with stimulating tasks during focused intervention work with teaching assistants.
- Teachers and support staff use questioning and explanation effectively to motivate virtually all pupils to explore numbers. The pace of teaching and learning in mathematics is often rapid and is enjoyed by all pupils. They rise to the challenge, for example when using their knowledge of times tables to explore multiples in depth.
- Staff make effective use of visual or physical resources to engage pupils who speak English as an additional language or who have special educational needs and disabilities, for example when learning new words in literacy lessons.
- Very occasionally, one or two pupils lose concentration and their focus on learning, either because the pace of learning is too quick, or the task is too easy and not modified according to pupils' levels of ability. Occasionally, teaching assistants miss the opportunity to reinforce the learning of certain groups, for example when extending the most able pupils' counting skills.
- Staff promote pupils' spiritual, moral, social and cultural development very well, for example in form time assembly, prior to formal teaching. Typical themes include 'cans are full of successes – can'ts are full of failures'. Pupils respond well when their teachers reinforced these themes during the day, such as in a challenging numeracy lesson where pupils showed perseverance.
- Teachers use assessment information appropriately when planning their lessons. There is an effective agreed system for assessing pupils on a regular basis in all classes. This enables teachers to set individual targets which are then shared with pupils.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils show outstanding attitudes across a range of contexts, especially when engaged in lessons. One or two pupils very occasionally drift off task but this is because they require additional support when a task is too difficult or too easy. Pupils' workbooks across different subjects are exceptionally well looked after. Pupils take great pride in their handwriting and the presentation of their work.
- Pupils interact especially well when learning together. The most able pupils take great pleasure in supporting other pupils in lessons. Pupils are extremely polite and treat visitors with great respect and consideration, for example by holding open a door or asking if they can be of help.
- Key stage 2 pupils spoken to showed remarkable insight into how lesbian, gay, bisexual or transgender people might feel if they were treated unfairly. They stated that people 'have a right to be themselves'. They described how they work with their teacher and teaching assistant to develop calm thoughts each day by practising deep breathing techniques. They talk with great affection about the care and support they receive from staff who teach and care for them.
- If, on rare occasions, pupils choose to make the 'wrong choice', other pupils respond well by letting staff know of their concerns. Pupils, including the youngest, interact and play well together because they know what is expected.
- Pupils say that bullying is extremely rare. Displays around school show that pupils engage well in looking at anti-bullying approaches. They research and study how Britain has developed into a multicultural society and demonstrate an excellent understanding of the British values of tolerance and respect.

### Behaviour

- The behaviour of pupils is good. Pupils enjoy coming to school. This is reflected in their improved overall attendance, which is now in line with the national average. Persistent absence has reduced significantly since the previous inspection.
- Pupils take responsibility for their behaviour around school, particularly in lessons, which are invariably calm. Very occasionally, one or two pupils might make wrong choices, for example dropping litter outside or in the dining hall, but these instances are rare.
- Pupils cooperate fully with staff, for example when teachers and support staff manage pupils' movement back into lessons at the end of breaktimes. Lessons get underway swiftly without any delay or disruption.
- Staff and parents spoken to say that the behaviour of pupils is good. There are only occasional issues or incidents which are then dealt with effectively by school staff. No pupils have been temporarily excluded from school for poor behaviour since the previous inspection.

## Outcomes for pupils are good

- Since the previous inspection, outcomes for pupils have improved owing to the good quality of teaching and support they have received. There is now a more consistent picture across the school of pupils making good progress from their starting points. Most pupils, including those who are disadvantaged, reach or exceed expected standards.
- Pupils in Years 1 and 2 reach national levels in the annual checks on phonics. This is in part because of the effectiveness of the additional support provided through funding agreed by the governing body to support disadvantaged pupils, pupils who speak English as an additional language and pupils who have special educational needs or disabilities.
- By the end of key stage 1, most pupils make expected or better than expected progress from their starting points in reading and mathematics. The rates of progress made in writing are not quite as good. Pupils who are disadvantaged or who speak English as an additional language make similar progress to other pupils in school. Pupils who have special educational needs or disabilities make smaller steps in progress in reading, writing and mathematics but these are in line with the carefully planned programmes put in place by the school and over time their progress accelerates.
- By the end of key stage 2, an increased proportion of pupils reaches or exceeds expected standards. They demonstrate the necessary maturity, knowledge, skills and understanding in lessons to move successfully into secondary education. Work in their books is consistently well presented, with a focus on

accuracy in English grammar, punctuation and spelling across different subjects. These standards can be seen in the books of different groups, including disadvantaged pupils, pupils who have special educational needs or disabilities and those who speak English as an additional language.

- The most able pupils show an increased ability to write independently for a range of purposes and across different subjects. They have strong mathematical reasoning skills and abilities, as shown when they solve increasingly complex problems.
- Work in pupils' topic books shows that they apply their skills in literacy and numeracy across the curriculum. For example, in science, pupils make use of bar charts to record their results when completing an experiment using a light bulb with different lengths of wire. They write up their findings from practical investigations in a clear and logical way, which demonstrates their skills in writing for a particular purpose.
- Very occasionally, some pupils across different groups do not achieve the levels of which they are capable because of a lack of challenge, particularly in writing. They do not always have opportunities to explore the meaning and use of new words in their independent writing.
- Pupils read regularly and in a range of contexts. Younger pupils who have special educational needs and disabilities and who struggle with reading respond well to the support they receive in recognising letters and the sounds they make. They become more confident when returning to full lessons. The most able readers read widely for pleasure or when looking up information.

### **Early years provision**

**is good**

- Children, including those who have special educational needs or disabilities and those who speak English as an additional language, make good progress from typically low starting points, especially in reading. Throughout the year additional pupils have joined the school. They settle in and begin to make good progress, especially in their personal and social development.
- Adults are well deployed in the Nursery class so that children receive good levels of teaching and support. They practise and consolidate their knowledge of initial sounds, for example matching a 'c' to the picture of a carrot. Children demonstrate good social skills when they engage in 'circle time' activities. Occasionally, resources are not placed so that all children can see them. In the Reception class, children engage well in warm-up activities, for example where they are challenged to count up to 100. The effective use of questioning ensures that children are fully included in such activities. Children then have opportunities to explore their understanding of mathematical terms like 'less than', 'more than', and 'in between'.
- Different prompts are used effectively to engage children, such as song and actions when doubling numbers to 10. Sometimes, children are asked to attempt an activity in which they have had no previous experience, for example when identifying different coins. As a result, they occasionally struggle during these sessions because assessment information has not been used effectively beforehand when planning the activity.
- Children make good use of a stimulating outdoor area. Boys and girls make imaginative use of equipment to explore their surroundings. This helps them to solve problems and use language to explain what they are doing and why, for example when pupils experiment with water flowing down a chute into a container at the base.
- Children have good opportunities to develop their writing and counting skills through activities like using paint brushes, manipulating construction pieces or when role playing in a 'garage'.
- Children behave well and show care for each other. They are safe because staff supervise them well and know when to provide close support or observe from a distance. Safeguarding arrangements in the early years are effective and meet requirements.
- The early years coordinator deploys staff and resources well and ensures that children's progress in each development area is recorded and shared with parents through the learning journals.

## School details

<b>Unique reference number</b>	105548
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10012101

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	231
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Chris Fallone
<b>Headteacher</b>	Evelyn Lister
<b>Telephone number</b>	0161 205 1221
<b>Website</b>	<a href="http://saviour.manchester.sch.uk">saviour.manchester.sch.uk</a>
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<b>Date of previous inspection</b>	11–12 February 2014

## Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for pupil premium funding is well above average. Pupil premium funding is additional government funding for pupils known to be eligible for free school meals and children looked after by the local authority.
- The proportion of pupils from minority ethnic backgrounds is well above average. Pupils are from a range of backgrounds and heritages. The number of pupils who speak English as an additional language is also above average.
- The proportion of pupils who receive special needs support is above average while the proportion with an education, health and care plan is average.
- A higher than usual number of pupils either arrive or leave the school during the year. A number of these pupils speak English as an additional language.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- There has been a restructuring of, and addition to, the school's leadership team since the previous inspection.
- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- Observations were made by the inspectors in lessons across the school and in different subjects. The headteacher and the deputy headteacher completed joint observations with the lead inspector.
- Observations were made in and around the school, including breaktime and lunchtime.
- Meetings were held with the headteacher and other senior leaders about the school's work. The lead inspector met with a local authority senior adviser and six governors, including the chair of the governing body, to discuss school improvement issues.
- An inspector spoke informally with a group parents to gain their views about the school. There were insufficient responses to consider from Parent View (the online questionnaire survey), although there were two text responses. Inspectors considered the most recent survey of parental views conducted at a parents' evening.
- The inspectors met formally and informally with small groups of pupils. Pupils were heard reading in and out of lessons. There were no responses on the online pupil questionnaire site.
- The inspector took account of responses from the online staff questionnaire.
- The inspectors looked at a range of school documents including: the school development plan; the school's own summary of how well the school is doing; safeguarding, behaviour and attendance policies and records; information about pupils' progress in their learning and policies relating to teaching and learning. Governing body documents and minutes of its meetings were also considered.

## Inspection team

Mr Jon Ashley, lead inspector

Ofsted Inspector

Mrs Clare Nash

Ofsted Inspector



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