

Inspection of St Saviour's CofE Primary School

Shirland Road, Maida Vale, London W9 2JD

Inspection dates: 1 and 2 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 15 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

St Saviour's is a small friendly school with the community at its heart. Parents and carers hold the school in high regard. One parent's comment, typical of many, was that 'the school offers a very nurturing and safe environment'. Pupils feel safe and are welcoming and polite to visitors.

The school has high expectations for all pupils' academic achievement and behaviour. Leaders and staff work together to meet the needs of all pupils well, including those pupils with special educational needs and/or disabilities (SEND). Pupils try their best in lessons, and their behaviour is exemplary. They listen carefully to each other and are keen to build on, agree or challenge respectfully what others contribute. The school focuses on rewarding positive behaviour and celebrating pupils' success.

Pupils enjoy taking on responsibility. This includes through their roles as charity committee members and Year 6 buddies for Reception children. Pupils also take pride in representing the views of their class at school council meetings.

Pupils' experiences are enriched beyond the academic curriculum. Pupils have regular opportunities to perform and watch performances. For example, pupils showcase their talents, such as in maypole dancing, singing, piano and violin, at the expressive arts open house event. The school organises for inspiring visitors to speak at the school. For instance, a world record marathon runner recently visited to speak about the importance of keeping healthy.

What does the school do well and what does it need to do better?

The school has considered the knowledge, skills and vocabulary that they want pupils to learn across the curriculum. Leaders and staff encourage pupils to work collaboratively, to be independent in their learning and to apply what they have been taught. For example, in geography, Year 3 pupils discussed lines of latitude to deepen their understanding of climate change. When learning about music, Nursery children knew their choir positions, skilfully keeping pace with the shifting tempo and rhythm. While the school's aims for pupils' learning are clear and ambitious overall, in a few subjects, these aims are not fully established in the way that the curriculum is organised and taught. This means that in these small number of subjects, pupils' knowledge does not develop and deepen as well.

Teachers have secure subject knowledge. This enables them to use effective approaches and tasks to deepen pupils' understanding. For instance, in mathematics, Year 5 pupils built on what they already knew to express their reasoning about multiples of various different numbers. In early years too, the curriculum enables children to secure their understanding of key ideas, including in mathematics. For example, children eagerly take part in well-selected activities to practise counting and sequencing various objects.

Reading is given a high priority. The school's agreed approach to the teaching of reading is implemented consistently across all year groups. This results in pupils successfully developing their fluency and comprehension. Children in Reception are excited to learn new sounds and blend them to make new words. Teachers check pupils' understanding carefully and provide support to enable pupils to keep up with the phonics programme. The school promotes a positive culture of reading and involves parents in supporting their children to learn to read. Pupils enjoy the daily reading time at school and choosing books from the class library.

The school supports pupils with SEND to learn successfully alongside their peers. Teachers adapt learning for these pupils well. They use resources appropriately to help pupils with SEND to access the curriculum. The advice of specialists is used effectively to identify and help support pupils with SEND.

Behaviour throughout the school is extremely calm and positive. Teachers swiftly refocus pupils who may lose concentration so that learning in lessons continues uninterrupted. In early years, staff develop children's understanding of routines from the first day that they enter the school. Children play well together, take turns and share equipment. The school's collaboration with parents and external agencies has notably improved attendance.

The school fosters the well-being of pupils, parents and staff by offering tailored workshops and lessons. Staff value the pastoral care that they receive and commented that they feel highly valued.

The provision for pupils' personal development is exemplary. The school's values are carefully woven throughout all aspects of school life. Pupils with SEND are encouraged and supported to participate fully in all that is on offer, both academically and in the extra-curricular provision. Starting from the early years, the curriculum incorporates musical performances which are designed to help pupils explore their talents further. Pupils are proud to have performed at The Royal Albert Hall.

A wide range of educational visits gives pupils the opportunity to find out more about their local area and London landmarks. For example, pupils have been on outings to the Royal Academy of Arts and London Zoo.

Members of the governing body have a clear understanding of the school's areas of strength and priorities for development. They provide the school with effective support and challenge.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the school has not consistently ensured that the intended curriculum is fully embedded in the classroom. As a result, there are gaps in what some pupils know and can remember with fluency. The school should continue to support and develop subject leaders' and teachers' work to check and embed pupils' understanding of the planned curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101141
Local authority	Westminster
Inspection number	10229044
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair of governing body	Barbara Schmeling
Headteacher	Elizabeth Granite
Website	www.stsavioursprimary.co.uk
Date of previous inspection	17 October 2008, under section 5 of the Education Act 2005

Information about this school

- St Saviour's is a one-form entry Church of England school.
- The most recent section 48 inspection, which is an inspection of the school's religious character, took place in May 2019.
- The school runs its own breakfast club and after-school club.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with all senior leaders, a number of teaching and support

staff, governors and a representative from the local authority.

- The inspectors carried out deep dives in these subjects: early reading, mathematics, music and geography. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Other subjects were also considered as part of the inspection.
- The inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors took account of the views of pupils, parents and staff as gathered through discussions and Ofsted's surveys.

Inspection team

Karen Kent, lead inspector

His Majesty's Inspector

Chris Harrison

Ofsted Inspector

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