

St Saviour's Catholic Primary School

Inspection report

Unique Reference Number	100733
Local Authority	Lewisham
Inspection number	307461
Inspection date	28 April 2008
Reporting inspector	Glynis Bradley-Peat

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 on roll	
School	227
Appropriate authority	The governing body
Chair	Mrs M Hannon
Headteacher	Mrs J Spittles
Date of previous school inspection	15 March 2004
School address	10 Bonfield Road Lewisham London SE13 6AL
Telephone number	020 8852 4283
Fax number	020 8852 4281

Age group	3-11
Inspection date	28 April 2008
Inspection number	307461

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

The Inspector evaluated the overall effectiveness of the school and investigated the following issues.

- What are the reasons for the school's success in raising standards in writing?
- What impact are leaders having on tackling evident gender issues in the school?
- What impact is teaching having on the achievement of all pupils?

Evidence was gathered from the analysis of school documentation, observation of lessons, conversations with learners and discussions with teachers and senior staff. Other aspects of the school's work were not inspected in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

The school is of average size. The majority of pupils come from a variety of minority ethnic backgrounds. Twenty eight percent of pupils have English as an additional language, more than in most schools. The proportion of pupils eligible for free school meals is also higher than usually found. The proportion of pupils identified with learning difficulties is average but the percentage with a statement of special educational need is above the national picture. The proportion of pupils joining or leaving the school at other than the usual times is also high. The school has gained 'Healthy Schools' status and Active Mark. Currently there is an acting headteacher and acting deputy headteacher in post.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

'St. Saviour's is a good school which I would recommend to any parent or carer'. Inspection evidence agrees with the sentiments of this parent. St Saviour's is an effective school that provides well for its pupils. Considering the well below average starting points of many children entering the Nursery, pupils make good progress overall and excellent progress in English. This is because the school has focused extremely successfully on improving the quality of boys' writing. Unusually, boys do better in writing than girls. Standards are above average, significantly so in English. More able pupils attain well at the higher Level 5 in English, mathematics and science. Once again, this is markedly so in English. Those pupils whose first language is not English benefit from a sharp focus on speaking and listening. In one lesson the story of 'Goldilocks and the three bears' was brought to life when pupils made their own porridge. They made much progress in a short time because the teacher modelled new vocabulary well and gave pupils ample time to demonstrate and practise new learning. Those pupils with speech and language difficulties also benefit from tightly focused lesson planning and from specialist help. This ensures that they make as equally good progress as their classmates. The school is never complacent and has identified a trend of relative underachievement amongst girls in mathematics. It is now busily formulating and implementing strategies to raise girl's achievement in this subject. For example, a girls' focus group has been identified and extra support has been organised.

Good teaching and a good curriculum not only contribute well to pupils' good achievement but also to their good personal development. In lessons and around school, pupils behave well and are polite and helpful. Outstanding social, moral, spiritual and cultural values permeate all aspects of school life. Because teaching uses a number of different strategies to gain pupils' interest, they are motivated to do their best and enjoy coming to school. A variety of extra curricular clubs and educational visits add to their enjoyment. One pupil remarked that she liked the cooking club, 'I tasted lots of different things like radishes and celery. They were nice!' Pupils demonstrate their awareness of the importance of adopting healthy lifestyles. They speak confidently about the need to eat a balanced diet and about how the dinner ladies give them advice about healthy foods. Pupils know who they can go to about the rare cases of bullying that occur. The effective school council have given a presentation in assembly about how to avoid bullying and what to do if it does happen. Pupils are very aware of safety and older pupils are proud of their role of 'playground squaddies'. They help in the playground and look after the younger ones. Pupils enjoy 'circle time' and say, 'It is fun and will help us when we go to secondary school.' In addition to this, above average basic skills and regular group and paired working in classes ensures that pupils are prepared well for the next stage of their education.

The care, guidance and support pupils receive are good overall, but care and support are the stronger elements. The school ensures that those vulnerable pupils who need support receive it and are cared for well. The school's tracking systems serve their purpose and individuals in danger of falling below expectations are identified early and their performance 'boosted' appropriately. Teachers ensure that teaching assistants are fully briefed and are therefore able to play a full part in supporting the needs of pupils in their classes. The school checks all adults who work or help in the school to ensure that pupils are safe and secure. However, some aspects of academic guidance are relatively weaker. Although targets are displayed in classrooms, they are not used consistently to raise achievement. They are not reviewed regularly enough. Some

pupils did not know what their targets were, others did not understand what they meant. Literacy targets appeared to be used more successfully than those in mathematics. Teachers do not always mark work regularly and do not consistently provide pupils with good quality written feedback to help them improve their work. Subject coordinators have carried out some monitoring of marking and exercise books but this has not been rigorous enough.

Good leadership and management have ensured that standards and achievement have remained above average in recent years despite small numbers of pupils in each year group. Because their self-evaluation has been effective they have pinpointed areas for improvement which have been tackled successfully. For example, boys' writing has improved tremendously. Leaders have monitored the quality of teaching and learning accurately and have identified training needs as a result. Governors carry out their role of critical friends well and ask searching questions when appropriate. They also support the school in its work and praise the headteacher highly. Leaders have the support of the majority of parents but there is a small minority who state that the school does not always pay sufficient attention to their views. The school has made a good improvement since the last inspection and has a good track record. In light of this the capacity for further improvement is good.

Effectiveness of the Foundation Stage

Grade: 2

Children enter the Foundation Stage with well below average levels of skills, especially in communication, language and literacy and in personal, social and emotional development. The good leadership of the Foundation Stage coordinator ensures that priorities are clearly identified and that children make good progress towards the early learning goals. Children achieve well because teachers ensure that children are kept busy with a good range of stimulating activities which helps them towards independence. Children develop high levels of confidence by the time they are in the Reception class and were eager to show the inspector all the interesting activities on offer to them. Sometimes insufficient adult direction means that children spend too long on one activity. Behaviour is good and children demonstrate that they can play well together and that they can follow instructions. Staff observe the children conscientiously and record carefully the next steps children should take in their learning. Photographs taken by the children provide further records of what they can do and the skills they possess. Children are safe and secure because the staff care for them well.

What the school should do to improve further

- Raise standards and improve progress in mathematics, particularly amongst girls, so that all pupils achieve as well as they possibly can.
- Ensure that pupils know and understand their targets and that teachers give effective written feedback on how pupils may improve their work.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

07 May 2008

Dear Pupils

Inspection of St Saviour's Catholic Primary School, London, SE13 6AL

After my recent visit to your school, I would like to share with you what I found out. First of all, though, I would like to thank you for the welcome you all gave me. I felt quite at home! You all spoke politely to me and were well behaved. Thank you to those members of the school council who took the time to talk to me about your school. You told me all sorts of interesting things that were useful when I came to write my report. You are aware of how to eat sensibly and keep fit and active. You know how to keep yourselves safe. This is very commendable. You are very proud of your work as playground squaddies and enjoy looking after younger pupils. You told me how much you enjoy the clubs after school and the visits that you go on.

I agree with you and your parents who think that your school is a good school. The teachers teach you well and the headteacher and her deputy do a good job and ensure that you achieve well. Well done to the boys who have made such an improvement to their writing. I have asked your headteacher to make sure that you all, but especially the girls, make an improvement in your mathematics. You can help with this by always listening carefully and doing your best work. I have also asked that your teachers make sure that you all know and understand your targets in English and mathematics and that they let you know when you have achieved them. Also, I have asked that your books are marked more regularly and that you are given comments to read that will help you to improve your work.

I hope that you all continue to work hard and to achieve well at St. Saviour's.

Kind Regards

Glynis Bradley-Peat

Lead Inspector