

St Saviour's Church of England Primary School

Inspection report

Unique Reference Number	100961
Local Authority	Tower Hamlets
Inspection number	307540
Inspection dates	12–13 September 2007
Reporting inspector	Keith Williams

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	230
Appropriate authority	The governing body
Chair	Mrs L Johnson
Headteacher	Mr B Porter
Date of previous school inspection	17 November 2003
School address	Chrip Street Poplar London E14 6BB
Telephone number	020 7987 4889
Fax number	020 7537 4507

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This oversubscribed school serves an area containing significant deprivation and a well above average proportion of pupils are eligible for free school meals. Although the large majority of pupils are White British, the proportion from minority ethnic backgrounds is larger than that found in most schools. These pupils are from a wide range of backgrounds, the largest groups being those of Black African or Caribbean heritage. The school has the Basic Skills Quality Mark.

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 and has some outstanding features. Pupils make good progress in their academic and personal development because they are well taught and cared for. As a result, they enjoy everything the school offers in-and-out of lessons, behave well and work hard. These positive attitudes, together with good provision, leadership and management, mean that pupils achieve well to reach above average standards by the end of Year 6. Pupils make a strong contribution to the school and wider community and are well prepared for their future lives.

A particular strength is the outstanding provision made in the Foundation Stage and the children in Nursery and Reception make excellent progress. Most pupils achieve well in Years 1 to 6 because the teaching is good and, occasionally, outstanding. By the end of Year 2, standards are broadly average. Most pupils in Key Stage 1 make good progress because the teaching builds successfully on their flying start in the Foundation Stage. More able pupils in Years 1 and 2 make satisfactory progress. While their needs are met appropriately in most lessons, few are identified as having the potential to reach the higher Level 3 and this is reflected in the most recent national assessments for seven year olds. The school has rightly recognised the need to improve the identification of these pupils and set them more challenging targets, and plans are in hand.

Pupils' good progress continues in Key Stage 2 and, by the end of Year 6, standards in English and mathematics are above average. Progress is particularly brisk in Year 6 because of consistently very good teaching. The school is very successful at ensuring that pupils reach the nationally expected levels and enabling more able pupils to reach the higher levels in English and mathematics. Standards in science are average by the end of Year 6. The school is working successfully to improve this, particularly in accelerating the progress made by more able pupils, but recognises that there is still more to do. Another significant strength of the school is the outstanding support given to pupils with learning difficulties. As a result, these pupils make excellent progress and most go on to reach the expected levels by the time they leave the school.

Senior staff monitor the work of the school well and have a clear and accurate picture of what is working and what needs to improve. A close check is kept on the progress of individual pupils. The school is rightly improving the system for recording this information because, at present, it is difficult to analyse the progress of particular groups of pupils and make sure they are set challenging targets. Older pupils have a good understanding of how well they are doing and what they should do to improve. Some younger pupils have this awareness, too, although this approach to setting targets varies from class to class. The school sets a challenging target for attendance, but the most recent data show that, despite their best efforts, the rate fell in the last year and is just below the national average.

Good leadership, management, teaching and teamwork are at the root of pupils' good progress. There is no complacency, however, and staff work hard to evaluate and improve their teaching and the curriculum they offer. The leaders' track record of success shows that they have good capacity to secure further improvement. Most parents are very supportive of the school's work. Comments such as, 'we are very pleased with all aspects of the school' and '...very happy with my son's progress' are typical of those received.

Effectiveness of the Foundation Stage

Grade: 1

Outstanding provision in the Foundation Stage represents a remarkable turn-around since the last inspection, when it was judged to be unsatisfactory. This is a direct result of high quality leadership and teaching in Nursery and Reception that ensure that children thrive. Staff have a very good understanding of how young children learn and provide a stimulating balance of adult-led activities and those chosen by the children. Children in the Nursery have settled impressively quickly in just a very few days and they clearly enjoy their time in school. As one child reported gleefully, 'It's nice here'. Staff in both classes work very effectively as a team and keep a very close check on the children's progress. This information is used carefully to ensure that the work planned closely matches the children's individual needs. Children make exceptional progress from their starting points to reach the goals expected of them by the end of Reception.

What the school should do to improve further

- Raise standards for more able pupils, particularly in Key Stage 1 and in science throughout the school, by ensuring that they are consistently challenged.
- Implement plans to improve the tracking of pupils' progress in order to set challenging targets for all.
- Raise attendance levels.

Achievement and standards

Grade: 2

From their below average starting points pupils achieve well. Almost all pupils reach the expected Level 4 by the time they leave. For those pupils with learning difficulties, this represents excellent progress. The school's performance in English and mathematics in the Year 6 national tests has been impressive in recent years. The results in English in 2006 represented an exceptional rate of progress, with half of the pupils reaching the higher Level 5. Provisional results for 2007 show that this proportion fell, but this still represents a good level of achievement. The school is rightly working to ensure that standards in science match those in English and mathematics and to accelerate the progress of more able pupils in Key Stage 1. These pupils are not always identified with sufficient rigour and the provisional results for 2007 show that few pupils reached the higher Level 3. The few pupils learning English as an additional language are well supported and make good progress.

Personal development and well-being

Grade: 2

Pupils' personal development, including their moral, social and cultural development, is good. Good links with the local church support pupils' satisfactory spiritual development, but opportunities are sometimes missed to extend the spiritual dimension, for example in assemblies. Pupils enjoy school, feel secure, behave well and act with good regard for the safety of others. A very few parents voiced concern about bullying, but inspectors found that incidents are rare and pupils confirmed that they are dealt with quickly and effectively. Pupils respond well to the school's strong commitment to physical activity and healthy eating. Despite having good procedures for reducing absence and setting challenging targets for attendance, the rate fell in the last year due, largely, to illness amongst the youngest children and absence for family

holidays. The school council have been instrumental in the introduction of a friendship shelter and decking on the playground. Pupils raise funds for charity and participate in local events and are justly proud of their successful inter-school sporting record. Good progress in basic skills and links with local businesses mean they are well prepared for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Good and, occasionally, outstanding teaching makes a significant contribution to pupils' progress. Across the school, lessons are well organised, briskly paced and clearly focused on what pupils should learn. Teachers keep a close check on pupils' understanding, use questioning very well and deal sensitively with any misconceptions. Pupils respond well by working hard and being eager to learn. Regular assessments provide an overview of the progress of individual pupils and this information is used well to provide additional support for those who need it. Changes to the systems of recording assessments are underway because, currently, the tracking of different groups of pupils is too time-consuming. This means, for example, that the identification of more able pupils in Key Stage 1 is not always sufficiently rigorous. Although appropriate challenge is usually provided for these pupils in lessons, and their progress is satisfactory, occasionally more could be expected of them. Support staff make a strong contribution to pupils' progress, particularly those who find learning difficult.

Curriculum and other activities

Grade: 2

The school provides a varied and well-planned curriculum that enables pupils to make good progress and, in English and mathematics, contributes to the above average standards. Action is rightly being taken to improve planning in science, particularly for the more able. Provision for information and communication technology has improved since the last inspection. A good range of extra-curricular clubs and activities enriches pupils' learning and their personal development. Visits to museums and other places of interest increase their cultural awareness and there is a strong and successful emphasis on promoting sport. Links with local business give pupils insight into life beyond school and enhance their awareness of citizenship, responsibility and independence.

Care, guidance and support

Grade: 2

The school takes good care of its pupils and supports them well. This has a significant impact on their all-round development. Arrangements for safeguarding pupils and ensuring their health and safety are robust and are reviewed regularly. Consequently, pupils feel safe and secure and they speak with confidence about the many trusted adults they can turn to for help. Those with learning difficulties are very well-supported, in-and-out of the classroom, so that they make excellent progress towards their targets. The school works effectively in partnership with a range of external agencies to ensure good support for all pupils, including those potentially vulnerable. Inconsistencies in the way that learning targets are set for pupils means that they are not always aware of what they need to do to improve their work.

Leadership and management

Grade: 2

The headteacher and senior staff provide good role models for staff and pupils and they ensure that pupils are able to learn in a calm and supportive environment. Strong teamwork is evident at all levels. Subject leaders for English and mathematics have been instrumental in the school's good performance in these areas. The new, enthusiastic and knowledgeable science coordinator has carefully considered plans to raise standards that are already bearing fruit. All staff share the headteacher's determination to seek improvement. The leaders know the school well and understand what should improve. They set appropriately challenging targets for much of its work although, they recognised that the targets set for more able pupils in Key Stage 1 was too low. Provisional targets for current pupils are more realistic and challenging. Governors are more effective than at the time of the last inspection and they contribute well to the school's development.

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Annex A

Inspection judgements

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

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	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
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	3
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

25 September 2007

Dear Pupils

Inspection of St Saviour's Church of England Primary School, London, E14 6BB

Thank you for the way you welcomed us to your school for the recent inspection. You were very friendly and gave us lots of helpful information. Many thanks to those of you who took time to meet us and tell us your views. I am writing to let you know what we found out.

We agree with you, your teachers and your parents that yours is a good school. You are making good progress because your teachers do a good job and we could see just how hard you work in lessons. By the time you reach Year 6, your work is better than we often find. Your headteacher and staff make sure that you are able to do your best. Lots of you told us how much you appreciate the help you get. Even when you find the work hard you still do your best - congratulations and keep it up. The children in Nursery and Reception are doing fantastically well, too. It was hard to believe that the Nursery children had only been there for a few days!

Many of you told us that you feel safe in school and the staff do everything they can to look after you. You behaved well during our visit. Well done. Congratulations to the school council. You are right to be proud, because you make a real difference.

Even though your school is good, your headteacher and staff want it to be even better. There are three things we have asked them to do. Firstly, we want them to make sure that those of you who can do harder work always get it. Secondly, your teachers have plans to make it easier to keep a check on how you are doing, by using computers to store all the information they collect about your work. We agree with them that they should do this so that they can make sure that you have the right targets. Finally, we have asked them to make sure that all of you come to school more regularly. This is really important because you can only learn really well if you go to school every day.

We know you will want to help your teachers to make your school even better and we wish you good luck for the future.

Yours sincerely

Keith Williams Lead inspector