

Saint Saviour's Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	103089
Local Authority	Waltham Forest
Inspection number	308213
Inspection date	2 July 2008
Reporting inspector	Gordon Ewing

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	280
Appropriate authority	The governing body
Chair	Father David Waller
Headteacher	Ms Amy Hoare
Date of previous school inspection	24 January 2005
School address	Verulam Avenue London E17 8ER
Telephone number	020 8520 0612
Fax number	020 8520 7822

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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school, the extent to which the school's self-evaluation represents an accurate picture of its provision and performance, the role played in this by the school's approach to tracking the progress of all pupils, teachers' assessment and marking, and pupils' personal development. Evidence was gathered from a range of sources including: records of pupils' attainment, samples of pupils' work, observation in lessons and around the school, meetings with staff, parents, governors and pupils as well as analysis of 62 responses to the parents' questionnaire. Other aspects of the school's work were not investigated in detail, and 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

St. Saviour's is a larger than average sized one-form entry primary school. It has a diverse school population closely reflecting the social and cultural character of its locality. The main groups represented are pupils of Black British African and Caribbean origin. The proportion of pupils for whom English is an additional language is above average. The percentage of pupils known to be eligible for free school meals is average. The number of pupils who have moderate learning difficulties, speech, language and communication difficulties and behavioural and emotional difficulties is above average. The proportion of pupils starting and leaving the school other than at expected times is similar to most. The school has achieved the Quality Mark for Basic Skills and the Enhanced Healthy Schools' Award. It is a member of an Early Years Network Learning Community and is a pilot school for Raising Achievement of African Caribbean pupils.

The school has been identified for expansion to a two-form entry school and the reorganisation consultation is currently under way.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

St Saviour's provides pupils with a satisfactory education. Pupils' personal development is good. Children enter the Foundation Stage with skills similar to those expected. As a result of sound teaching, most transfer to Year 1 having achieved the early learning goals expected for their age. By the end of Year 2 pupils achieve above average standards in reading and average standards in writing and mathematics. This represents satisfactory progress overall.

In recent years standards by the end of Year 6 have varied and in 2007 they were below average in English, mathematics and science. Current standards are improving and early analysis of national tests results indicates that standards are now above average in English and science and average in mathematics. Within this overall positive picture, standards in writing are lagging well behind because older pupils are not given sufficient opportunities to apply skills learned in English lessons to extend and develop more advanced writing skills across the curriculum. Achievement for all pupils is, therefore, satisfactory overall.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. They enjoy coming to school and, like most parents, think well of the school and its leadership. As one parent said, 'This is a caring school where children are taught well'. Pupils' behaviour and attendance are good. They understand well the need to adopt healthy lifestyles, for, example, in advising the inspector wisely about a healthy meal he should order at a restaurant. Pupils demonstrate positive attitudes to learning, cooperate well and exercise some independence, even at an early age. The school council contributes effectively to improving the school and are justly proud of their efforts. For example, in the way they helped to improve road safety at the front of school at busy times. Such problem-solving opportunities develop practical skills and teamwork that prepare pupils effectively for their futures lives.

Teaching is satisfactory overall and in some lessons it is good. Younger pupils' reading has improved significantly in recent times because teachers are developing pupils' reading skills through the systematic teaching of phonics and applying these effectively across the curriculum. Teachers' planning is well structured and consistent but does not always take enough account of pupils' different abilities. As a consequence, lesson activities do not always provide appropriate challenge. The school's new approach to tracking pupils' progress is beginning to address this and teachers are becoming better informed of individual pupils' needs. Teachers' marking, an issue at the last inspection, has improved and is providing pupils with clearer feedback on their work. However, it is not consistently providing pupils with effective guidance on how to take the next step in their learning. Consequently, opportunities are sometimes missed to extend learning and promote greater independence.

The satisfactory curriculum is broad and balanced. It is especially effective in promoting pupils' personal development, health and safety. As one pupil commented, 'I feel safe and know who to go to when I'm worried'. The curriculum is enhanced by visits, for example, to the Houses of Parliament and Chelmsford Cathedral, which enrich pupils' experiences and reinforce learning effectively. The pupils have recently been involved in choosing their 'Top Ten Topics' to help shape the curriculum to their needs and interests. Pupils are cared for and supported well. Pupils say bullying is rare but is always dealt with swiftly. The Learning Mentor plays a key role in supporting pupils as they prepare for transfer to secondary education. Procedures for safeguarding pupils are rigorous and robust.

Leadership and management are satisfactory. The headteacher and her senior leadership team work seamlessly and have a sound and improving grasp of the school's needs. Recent initiatives they have introduced, for example to improve pupils' reading and to raise the achievement of Black African and Caribbean pupils, whose achievement is now closer to that of their peers nationally, are beginning to bear fruit. Middle leaders are increasingly involved in monitoring the actions of the school including examining teachers' planning and undertaking scrutiny of pupils' work. Governors are knowledgeable, committed and effective as critical friends to the school's leadership. However, leaders at all levels are not rigorously and systematically evaluating the impact of the school's actions on outcomes for pupils. As a consequence, school improvement planning, though detailed and accurate, is too descriptive and does not focus sufficiently on checking whether the school's actions are making a difference to pupils' learning and achievement. However, given the school's recent track record its capacity to improve is satisfactory.

Effectiveness of the Foundation Stage

Grade: 3

Children make satisfactory progress in the Nursery and Reception classes. There is a good balance between activities directed by adults and times for children to explore ideas for themselves. They play and cooperate well together and some aspects of their day-to-day learning are now being documented and tracked effectively. The outside accommodation for the Reception children is restricted and this limits the range of opportunities for physical and creative activities. Teachers' planning does not always cater adequately for ensuring a smooth transition from inside to outside activities so opportunities are limited even further. The absence of a permanent leader for the Foundation Stage has not had a negative impact on children's achievements as the assistant headteacher is taking effective action to maintain standards and improve provision in the short term.

What the school should do to improve further

- Improve standards in writing of older pupils by providing regular and challenging opportunities to apply and extend their writing across the curriculum.
- Ensure that teachers' marking gives more specific and consistent guidance to help pupils understand how they can improve further.
- Sharpen self-evaluation and school improvement planning in order to more effectively track the impact of the school's actions on outcomes for pupils.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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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?	3
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	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

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	2
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?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

10 July 2008

Dear Pupils

Inspection of Saint Saviour's Church of England Voluntary Aided Primary School, London, E17 8ER

You may remember that I spent a day in your school recently to see how you and the staff were working. I thoroughly enjoyed my visit and would like to thank you for your warm welcome. I particularly appreciated your helpful comments about St. Saviour's and it is clear that you think well of your school and its staff. Your school gives you a satisfactory education.

These are some of the things I particularly liked about St. Saviour's.

- Your headteacher and staff work hard to provide you with many opportunities to learn and to become better citizens.
- You enjoy coming to school and your attendance is good.
- Your behaviour is good and you work well together. One of you told me, 'We learn well together'.
- You have a good understanding of how to lead a healthy lifestyle.
- Younger pupils make good progress in their reading and older pupils achieve good standards in English and science.

I believe that you can do even better in writing and have asked the headteacher and staff to look at ways of helping particularly older pupils to use their writing skills to better effect. I have also asked the teachers to mark your work carefully and to give you more advice on how to take the next step in your learning. All the staff and governors are clearly keen to make your school even better. I have asked them to look more carefully at how they plan for improvements and to regularly check that what is happening is improving your learning and progress.

You are rightly proud of your school and I am confident, that with your help, the whole school community can make St. Saviour's an even better school.

I wish you every success at school and for your future.

Yours sincerely

Gordon Ewing

Lead Inspector