

# St Saviour's Catholic Primary School

Inspection report

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<b>Unique Reference Number</b>	118196
<b>Local Authority</b>	Isle of Wight
<b>Inspection number</b>	312843
<b>Inspection dates</b>	1–2 November 2007
<b>Reporting inspector</b>	David Marshall

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	112
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sylvia Richards
<b>Headteacher</b>	Mrs Margaret Young
<b>Date of previous school inspection</b>	12 January 2004
<b>School address</b>	Summers Lane Totland Bay PO39 0HQ
<b>Telephone number</b>	01983 752175
<b>Fax number</b>	01983 759129

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<b>Age group</b>	4–9
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

St Saviour's is a voluntary aided school in the Catholic Diocese of Portsmouth. On entry to the school, almost all children have received pre-school provision at the adjoining Nursery. The number of pupils with English as an additional language is below average - as is the number of pupils with learning difficulties and disabilities. In the last five years, the governors made four unsuccessful attempts to appoint a substantive headteacher. The current headteacher and assistant headteacher have been in post from April 2007. Three new class teachers were appointed with effect from April 2007 and a further class teacher appointed from September 2007.

## 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 has improved immeasurably in the last two terms and is now a good school with some outstanding features. The headteacher, assistant head, all staff and governors ensure that provision is increasingly effective. They know the school's strengths very well and what needs to be refined further. The school's view of itself is accurate and the recent innovations that have so successfully raised standards shows that it has a very good capacity to continue improving.

Throughout the school, pupils are now achieving well. Children enter the school with skills and understanding that vary, but are usually just above those expected for their age. By the time they leave, standards are well above average because the teaching is generally good and the curriculum is excellent. The school data show that the staff's focus in the last two terms in addressing under-achievement has been very successful. This year the percentage of pupils attaining the higher Level 3 in the national assessments at the end of Key Stage 1 was well above the national average in reading, writing and mathematics.

Pupils' personal development and well-being are outstanding. The atmosphere for learning created by the whole staff is supportive and caring. As one parent said, 'The school has a family atmosphere and teaches the children in a caring environment.' Pupils' spiritual, moral, social and cultural development is outstanding. Pupils show very caring attitudes to each other and the environment. They develop an excellent understanding of healthy living and keeping safe. There are very rewarding partnerships with the community, the local church and with other schools and organisations. Most parents think highly of the school and what it offers their children. One spoke on behalf of many when she wrote, 'An excellent school where my son is thriving in every aspect of his development.'

The rich curriculum has been amended recently to provide exciting challenges throughout the school. Lessons are very well planned, helping make sure that all pupils enjoy learning. The implementation of the curriculum is good, although there is some variation in the quality of teaching. At almost all times, lessons are lively and move learning along at a good pace. However, very occasionally, the pace of teaching and learning, although satisfactory, slows and pupils' interest wanes. Assessment information collected about pupils is used particularly well to ensure that the least able and most vulnerable pupils make very good progress. This is achieved by providing good support from the experienced teaching assistants wherever it is needed.

The head teacher provides first-rate leadership. She is very ably supported by her deputy and all staff, and developments are now being driven forward at a good pace. Strengths and weaknesses are speedily identified because the school has very good systems for monitoring its work. Teamwork is excellent. Parents enjoy a very good relationship with the school and readily agree that it is a good place for their children to be. The development of all staff as curriculum leaders is an important first step to ensuring the embedding of these important changes and the creative approach across the school.

## Effectiveness of the Foundation Stage

### Grade: 2

There is good provision in the Foundation Stage, where teachers plan enjoyable and challenging activities for the children. By making a careful note of all responses and feedback, staff know the children well. The information collected is used particularly well to ensure that all children,

even the least able and most vulnerable, settle happily into the routines of school. Many are already working at the levels above those expected for their age. At the start of the day the children enter the class with confidence, self-register and settle swiftly to purposeful activities. They work co-operatively and are happy to talk and share ideas with each other and the adults. The enthusiasm and confidence shown in the phonics session was a joy to see.

### **What the school should do to improve further**

- Ensure consistency in the quality of teaching by ensuring that all learning progresses at a crisp pace so that all teaching is as good as the best.
- Build the staff team so that all develop their roles as leaders and managers.

## **Achievement and standards**

### **Grade: 2**

Most pupils enter the school with above average attainment. All children in Reception settle down very well, and most exceed the levels expected for their age by the time they enter Year 1. Throughout the rest of the school, pupils' achievement is good and pupils of all backgrounds, gender and ability are now making rapid progress. Recognising in March of this year that standards by Years 2 and 4 were too low, the school worked determinedly to improve pupils' basic skills and confidence. This led to significantly improved progress and good results in the national tests in 2007, when standards were often well above average. This achievement is reflected in all of the current classes as staff strive hard to maximise the progress of pupils of all abilities. Careful tracking of the progress of those with learning difficulties ensures they receive good help, especially from teaching assistants, enabling them to make significant strides in meeting their targets. Pupils with special gifts or talents also make very good progress.

## **Personal development and well-being**

### **Grade: 1**

Pupils respond with great enthusiasm to all the school offers and are attentive and hard working. They say that they feel safe and happy, and right from starting school they eagerly join in all activities and develop highly positive attitudes to learning. Behaviour is exemplary and the pupils say that if they have a problem they feel that the adults working with them will sort it out. They all develop an excellent awareness of how to eat and live healthily and are eager participants in all of the school's physical activities. Bullying or rough play are rare. Even the youngest children have a strong awareness of the part they play in the school. They are keen to raise funds to support charities and respond with kindness to those around them. One girl said, 'I love coming to school to be with all my friends.' The pupils' well above average standards in reading, writing and mathematics, outstanding relationships and skills in working together prepare them excellently for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Almost all of the teachers are very new to the school, and the systems in place have enabled them to settle in quickly and easily and begin to provide a high level of teaching provision. Since she came to the school, the headteacher has monitored teaching and learning thoroughly and inspection findings support her view that both are good. Many lessons show clear strengths

in lesson planning, appropriate challenge for the range of pupils in the class and an emphasis on enjoyment of learning. In almost all lessons learning is well paced and resourced with very effective use of information and communication technology (ICT) and time for reflection and the consolidation of learning. Progress in these lessons is very good because of high levels of concentration and participation. In a very few lessons the pace drops and too much time is spent with pupils listening rather than being engaged in the exciting, well-planned, activities. The school has a clear focus on assessment, marking is thorough and there are some good opportunities for pupils to assess their own and others' work. Homework is set regularly and parents, through the 'Take Home' tasks are encouraged to support learning wherever possible.

## **Curriculum and other activities**

### **Grade: 1**

Through the many and recent, outstandingly well-developed innovations, the school provides a detailed 'creative curriculum' that enables subjects to fit together seamlessly. Pupils now have many opportunities to use and develop their writing, mathematical and ICT skills in all subjects. As they asserted, 'We get to do exciting things.' The provision of an 'Underpinning Value' as a focus in each theme promotes both pupils' personal and academic development exceptionally well. A rich range of activities outside lessons adds considerably to pupils' enjoyment. Excellent use is made of the local and wider community. Further afield, Year 4 pupils spoke warmly of their recent residential visit. Planning in the Foundation Stage gives children regular access to all areas of learning, and provides a good balance of activities initiated by adults and those chosen by the children. This has a significant impact on their progress, particularly their independence and social development.

## **Care, guidance and support**

### **Grade: 2**

Pastoral care, guidance and support are excellent. The school has very thorough procedures in place for safeguarding pupils. Staff are vigilant to pupils' needs, enabling them all to learn and play in a safe and secure learning environment. Staff deal well with any bullying that arises in a very caring and professional manner. Pupils say that they are safe in school, and know who to go to if in need of help. The school provides very good support for vulnerable pupils, pupils with learning difficulties and disabilities, and the very few learning English as a new language. Academic guidance is good. Many of the assessment systems are new and yet to be embedded. However, they do enable the progress of pupils to be tracked closely. Pupils are set challenging learning targets and there are good systems to check their on-going progress towards these.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The new headteacher has really galvanised the staff and all other adults to move the school forward. As one parent observed, 'I feel that the school is entering an exciting phase with our dynamic new headteacher. I think we are finally getting the stability we need.' With the effective assistant headteacher, she has re-organised the school and enabled new staff to settle in quickly. Teamwork now is of the highest quality and management at all levels is beginning to develop. There is an identified need to make sure that as all teachers gain more experience they are enabled to take on more responsibility and share the management of subjects. The staff's enthusiasm is already being channelled through the

new, but effective, systems that are in place to monitor pupils' progress and the quality of teaching and learning. Governors and parents provide first-rate support.

There is a clear understanding of strengths of the school and areas that need more development. The school's self evaluation is very effective. A comprehensive improvement plan shows the school's very challenging targets and provides clear guidance for raising standards. Like much of the school, the governing body has undergone a significant change in the last two terms and governors now bring a wide range of skills to their role as critical friends. As well as giving unremitting support, they hold the school to account, challenging decisions and requesting explanations.

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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	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### 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?	1
How well are learners cared for, guided and supported?	2

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	1
The effectiveness of the school's self-evaluation	1
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**

14 November 2007

Dear Pupils

Inspection of St Saviour's Catholic Primary School, Totland Bay, PO39 0HQ

Thank you for making me so welcome when I visited your school. I promised that I would write to let you know what we found out.

Your school has gone through many changes recently and currently I think it is a good school. I am going to tell you what needs to happen so that next time the inspectors visit you they will say your school is excellent!

Your excellent behaviour and positive approach to work are important strengths of the school. The school is a very caring place and the staff work hard to make learning fun. The teaching is good and the curriculum is excellent and really helps to make learning interesting. I was very impressed by your enthusiasm for all of the extra activities you join in and for the sensible way you discuss your work. The school is well organised and your headteacher and the staff make sure that everything runs smoothly. You play your part well in making decisions through the school council.

I have asked your teachers to make sure that no matter which class you are in all your lessons are good. In turn you must carry on listening carefully and take note of what your teachers say. I was pleased with the way that your governors and new headteacher are working together. They have made a good start to building the new staff team. However, I have asked them to make sure that as they get to know each other better they should begin to take more responsibility for managing different subjects. You can help them best by continuing to work hard and making the most of everything your school has to offer.

With best wishes for the future.

Yours sincerely

David Marshall

Lead Inspector