

St Saviour's CofE (C) Primary School

Inspection report

Unique Reference Number	124255
Local Authority	Staffordshire
Inspection number	328089
Inspection dates	12–13 January 2009
Reporting inspector	Brian Holmes

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	169
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	David Howe
Headteacher	Rachael Brownhill
Date of previous school inspection	22 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Congleton Road Talke Stoke-on-Trent ST7 1LW

Age group	3–11
Inspection dates	12–13 January 2009
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Telephone number
Fax number

01782 296700
01782 296704

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St Saviour's is a smaller than average primary school with an Early Years Foundation Stage (EYFS) covering Nursery and Reception aged children in a mixed-age class. There are variations in the numbers of pupils in different years, which results in some mixed-age grouping in classes from Year 1 to Year 6. Most of the pupils are White British and there are very few pupils for whom English is an additional language. The proportion of pupils who are eligible for free school meals is above the national average. The proportion of pupils with learning difficulties and/or disabilities has changed since the previous inspection and is now below the national average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory quality of education. This view varies from that of the school because the school is over-generous in its judgement of pupils' current achievement. Some aspects of its work are good and teaching, leadership and management and the curriculum, which are currently satisfactory, are improving. Pupils are very positive about the school, as are the vast majority of parents, who appreciate the care, support and guidance the school provides for their children.

The good quality of provision for pupils' care, support and guidance makes a major contribution to their good personal development and well-being. Pupils enjoy school and have positive attitudes to their learning, which benefits their confidence and self-esteem. They like their teachers, saying that 'they are friendly and make us laugh' and their enthusiasm for learning is evident in most lessons along with their good behaviour. In an assembly, it was evident that all the pupils enjoyed singing. They have a good awareness of how to stay safe and live healthily. Through their healthy eating project, Year 6 pupils have devised 'Mrs Dunn's Diner' in the school hall to promote healthy eating. Pupils make a good contribution both to the school and the wider community. They were involved in reviewing the school behaviour and discipline policy and some were involved in the 'Planning for Real' project, working with community groups on local regeneration. Although parents' attitudes to the school are largely positive, a minority rightly feel that the school does not sufficiently seek their views or take sufficient account of their suggestions or concerns.

Achievement is satisfactory and improving because of the strong emphasis placed by the headteacher in striving to make the best possible provision for all pupils. She believes that 'children have only one chance and deserve the best' and is well supported by the purposeful leadership team, hardworking staff and governing body in aspiring to this vision. Their self-evaluation of the school is generally sound, although sometimes over-generous. Areas for improvement have been identified and expectations of pupils raised. However, the involvement of all subject leaders in checking provision to improve progress is underdeveloped.

The standards pupils reach across the school are broadly average. Standards are higher in reading than they are in writing and mathematics. Pupils' progress in writing and mathematics is improving because areas of weakness are being tackled robustly. Parents comment that they are happy with the progress that their children are making. The quality of teaching is satisfactory, with an increasing proportion of good teaching. There is an emphasis on speaking and listening, which boys find interesting, to stimulate pupils' ideas but in some classes the pace of learning is too slow to involve all pupils sufficiently. The use of assessment to help pupils improve work is better and pupils have a good understanding of their targets. More links are being made between subjects and there is a satisfactory emphasis on developing pupils' skills in reading, writing, mathematics and information and communication technology (ICT). Planning does not provide pupils with enough opportunities to apply these skills to improve their achievement in all subjects.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Provision in the EYFS is satisfactory because of satisfactory leadership and management. Children have levels of skills around those expected for their age on entry to the school. Their

achievement is satisfactory, reaching average standards on entry to Year 1. Parents rightly commented positively on the steps the school takes to help their children settle in and the good start they feel their children make to life at school as a result.

The school makes good provision for children's safety and well-being. Staff are friendly, caring and supportive and the high priority afforded to this aspect ensures the children's good personal development. Children feel safe and happy. They enjoy their time in class and become increasingly confident in expressing themselves. Children's profiles give clear information on their progress and the information is used effectively to plan a satisfactory range of activities that take account of their needs. This benefits both Nursery and Reception children, with a focus on encouraging them to speak and extend their vocabulary. Staff interact well with children to improve their speech and language skills, which for some children are below average. The structured approach to learning does result in children being expected to listen for too long and places some limits on children's ability to be independent in their choice of activity. The school recognises that the provision of outdoor activities, to enable children to use the area in all weather conditions, needs improvement.

What the school should do to improve further

- Improve pupils' achievement in writing and mathematics by providing more opportunities for pupils to apply their literacy, numeracy and ICT skills in other subjects.
- Raise the quality of teaching and learning by reducing the amount of time spent on explanations and giving more time to pupils' activity.
- Develop the role of subject leaders in checking provision to improve pupils' rates of progress. Improve communication with parents by asking them for their views of the school and taking their suggestions and concerns into account.

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

Achievement and standards

Grade: 3

Across the school pupils' achievement is satisfactory. Standards at the end of both Year 2 and Year 6 are in line with national averages and pupils in both Year 2 and Year 6 are on track to achieve the targets set for them. Pupils make more consistent progress across the school in reading than in their mathematics and writing and in some classes standards in reading are above average. In some Key Stage 2 classes pupils' progress in writing has improved because teaching is getting better. The school has targeted improvement in mathematics, particularly for more able pupils, and initiatives to improve achievement are beginning to have an effect, for example, sharing targets with pupils and making clear what they need to do to achieve them. Pupils with learning difficulties and/or disabilities make satisfactory progress because of the support they receive from adults working with them.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Their good social development is seen in the work of the school council and the contribution pupils make to the life of the school and the community. Pupils were involved in the design of playground markings and

undertake projects in the community, for example, 'Messy Church' and raising money for charities both locally and further afield. Cultural awareness is satisfactory. The school recognises that it needs to give pupils more direct experiences of other cultures through plans it has in place to make links with other schools. Pupils have a good understanding of healthy living and like the 'diet triangles' in class, which encourage five pieces of fruit or vegetable a day and physical activities. Pupils are confident in addressing adults and in approaching them with any problems they might have. Attendance is satisfactory and the school is focusing efforts on reducing its above average levels of persistent absence. Pupils behave well and are confident that the school keeps them safe and say that the little bullying which does occur is quickly dealt with by staff. Through their satisfactory progress and achievement and the activities they take part in, pupils are appropriately prepared for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 3

Teachers enjoy good relationships with pupils and manage them well. They make good use of interactive whiteboards to support pupils' learning. They share the objectives of each lesson with pupils and use assessment effectively to help plan pupils' learning. In most classes, teachers use marking well to tell pupils how well they have achieved the objectives and what to do next to improve their work. In a minority of lessons, the pace of learning is too slow because explanations of activities are too long and pupils are insufficiently involved in the lesson. Good practice in engaging pupils was seen through the use of practical activities in a Year 2 numeracy lesson and the use of talk partners and role-play in a Year 3/4 literacy lesson. In some lessons teachers also miss opportunities to enable pupils to extend their learning by not making sufficiently clear how the pupils themselves will know if they are succeeding in their tasks.

Curriculum and other activities

Grade: 3

The curriculum satisfactorily meets the needs of all pupils and is satisfactorily planned. The emphasis on literacy and numeracy and speaking and listening supports pupils' progress. Programmes to improve progress in writing and the 'Assessing Pupils' Progress' initiative in numeracy are in place and beginning to have a positive effect on pupils' achievement. The school has begun to review the curriculum to ensure that there is a sufficient emphasis on developing pupils' skills, with recent developments in music enabling more pupils to learn to play a musical instrument. However, pupils do not have enough opportunities to use their reading, writing, mathematical and ICT skills to improve their achievement in all of their subjects. Good practice was seen in using ICT across different subjects in Year 6 but these approaches are not consistently developed in all classes. There are a satisfactory number of extra-curricular and enrichment activities linked to topics which support learning and achievement. For example, a visit to the Museum of Science and Industry in Manchester supported learning in history and science, but the school recognises that it needs to improve the range of extra activities on offer to provide for pupils' different interests, for example, in music.

Care, guidance and support

Grade: 2

All statutory health and safety procedures and safeguarding arrangements are in place. The school works well with outside agencies to safeguard pupils' well-being and to support the learning of pupils with learning difficulties and/or disabilities. Pupils feel safe and secure and are confident that adults will deal with any problems quickly. Persistent cases of absence are monitored and satisfactory provision is made to encourage pupils to attend, resulting in an attendance cup presented to the class with the highest rate of attendance each week. Academic guidance is good and is beginning to help pupils improve their achievement. All pupils are set targets to help them progress and they have a clear understanding of these targets and what they must do to achieve them. Older pupils know what they are aiming for in the National Curriculum levels.

Leadership and management

Grade: 3

The headteacher has worked hard with the senior leadership and the governing body to develop a clear direction for the school, which results in the school having a satisfactory capacity to improve further. Her vision is focused on improving both academic and personal development and is beginning to impact positively on standards and provision. School self-evaluation is satisfactory and there are effective systems in place which are beginning to have a positive effect on pupils' achievement. However, the role of subject leaders in checking provision and pupils' performance to improve their rates of progress in their subjects is underdeveloped and is in need of improvement. Governors know the school well and fulfil their duties satisfactorily, providing sufficient challenge for the work of the school through the work of its committees. The school makes a satisfactory contribution to the promotion of community cohesion. Pupils' good personal development and well-being and strong links with the local community contribute positively to this aspect, but their understanding of the wider community is an area that the school recognises as underdeveloped.

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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 capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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	3

The quality of provision

How effective are teaching and learning in meeting the full range of 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?	2

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 eliminated	3
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

14 January 2009

Dear Pupils

Inspection of St Saviour's CE Primary School, Staffordshire ST7 1LW

Thank you for being so welcoming and helpful when we visited your school. We thought you were extremely polite and helpful. We enjoyed talking to you and listening to what you had to say. We know you like your school and really enjoy being there. We think that St Saviour's is a satisfactory school with some strengths. These are the main things we found out about your school.

- You make satisfactory progress in your work and reach the standards expected of you. You do better in your reading than in your writing and mathematics.
- You behave well and have good attitudes to your learning.
- You have a good understanding of how to live healthily and how to stay safe.
- You enjoy coming to school and like your lessons and your teachers, although we found that some of your lessons could be more exciting.
- You know your targets and understand how to improve your work.
- The adults in school look after you well and work hard to help you do your best.
- Some of your parents think that the school could ask them more about what goes on in school and take more account of their ideas.

In order to make the school better, we have asked the staff to:

- improve your progress in writing and mathematics by giving you more opportunities to use your reading, writing, mathematics and ICT skills in other subjects
- improve the teaching so that you do not have to sit for too long and have more time to do your work
- make sure that those teachers in charge of subjects check more carefully how well you are doing, so that your progress improves in all subjects
- ask your parents for their views about what goes on in school and take more account of their ideas.

You can help by continuing to work hard and behaving well.

Best Wishes

Brian Holmes Lead inspector