

St Saviour's CofE Primary School

Inspection report

| | |
|-------------------------|-----------------|
| Unique Reference Number | 101141 |
| Local Authority | Westminster |
| Inspection number | 307600 |
| Inspection dates | 17 October 2008 |
| Reporting inspector | Barry Jones |

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 aided |
| Age range of pupils | 3-11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 217 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 45 |
| Appropriate authority | The governing body |
| Chair | Father Gary Bradley |
| Headteacher | Ms Lindsey Woodford |
| Date of previous school inspection | 06 June 2005 |
| Date of previous funded early education inspection | |
| School address | Shirland Road Maida Vale London W9 2JD |
| Telephone number | 020 7641 6414 |
| Fax number | 002 7641 6416 |

| | |
|--------------------|-----------------|
| Age group | 3-11 |
| Inspection Date(s) | 17 October 2008 |
| Inspection Number | 307600 |

(c) 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 two Additional Inspectors.

The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- what is the quality and standards in the Early Years Foundation Stage (EYFS) and why
- how well do pupils progress, including late joiners and those with learning difficulties and disabilities, and why
- what are the outstanding aspects to pupils' personal development and well-being, care, guidance and support and leadership and management.

Evidence was gathered from performance data, external monitoring, observations of teaching and the work produced by pupils. Parents' questionnaires and discussions with parents, children, the chair and vice-chair of governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated 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 an oversubscribed, one-form entry school and draws its pupils from a wide area. The proportions of pupils from minority ethnic backgrounds and for whom English is an additional language are much higher than in most schools. The proportion of pupils with learning difficulties and/or disabilities is also higher than in most schools. These are mostly pupils with moderate learning difficulties. More pupils join and leave the school at unusual times than is usually found. The school has been awarded Healthy Schools Status, Activemark and Artsmark Gold. The school makes provision for EYFS. The school experienced high staff turnover for two years prior to this academic year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

St Saviour's is an outstanding school. Pupils blossom academically and in their personal qualities because of the outstanding provision that they receive. They are exceptionally well prepared for secondary school. The outstanding headteacher provides the drive and determination and encourages staff and pupils to aim for excellence. The great majority of parents are appreciative of the school's efforts and many of them wrote in glowing terms describing it as 'amazing' and 'fantastic'. One parent summed up the reasons for this when she wrote, 'What is most striking at this school is the dedication of the staff and headteacher for the children. Each child is cherished and made to feel special. Our children are flourishing.'

Children get off to a flying start in the EYFS. They enter school with skills below those expected for their age. Results in national tests at the end of Year 6 dipped in 2007 but they are above average generally. Performance in writing lagged behind other aspects for a few years. This was addressed vigorously by the school through training, improved resources and close monitoring. As a result, the quality of writing has greatly improved. In the 2008 national tests, provisional results indicate that standards in English, mathematics and science are all above average. Every pupil reached the expected level in English and science including those with learning difficulties and those who joined the school late and with little English. Many pupils exceeded this level in English, mathematics and science. In 2008, pupils made outstanding progress, including those who had joined during Key Stage 2. The school invests heavily in teaching assistants. This is excellent value for money as they are skilled and very effectively support pupils with learning needs. Pupils with English as an additional language receive excellent support and make the same progress as their peers once they have mastered English.

The school's monitoring shows that the improvements in 2008 are being sustained. Examples of excellent teaching and learning were seen in each key stage during the inspection. In a Year 6 lesson, the teacher transformed the classroom into a spooky setting using props, music and visual display. This helped to fire pupils' imaginations as they constructed stories about a scary experience. Several teachers are at the start of their teaching careers but all teachers are good or outstanding. They receive excellent support and mentoring. The pupils contribute significantly to lessons themselves and are highly motivated. Consequently, while teaching is a balance of good and outstanding, teaching and learning overall are outstanding.

There is excellent provision for literacy and numeracy but these are enhanced by a wealth of other experiences. Drama, dance and art are all integral parts of the curriculum. There is an annual creative arts week which culminates in two performances and the pupils speak highly of these. There is an abundance of visits to and from artists, museums, music groups and places of interest. An artist in residence works with all classes producing work of outstanding quality. During the inspection, the Royal College of Music held a workshop for Year 3 and 4 pupils. The pupils talked excitedly about how they had composed songs and would perform them to an audience. A particular strength is the imaginative use of information and communication technology. This all contributes to the great enjoyment of the pupils and their evident pride in their school. St Saviour's is a thriving community and the positive, caring Christian ethos underpins all its work. The school is very inclusive and this helps to explain the high quality of relationships. The school and its students make a strong contribution to the local community. Pupils also appreciate the strong contacts arising from projects around the world to which they contribute generously. For example, they help to support four children in African countries through World Vision and the school council takes a leading role in this. They have an excellent understanding of cultural issues and this is fostered very well by the school. For example, there is an International evening which involves families in celebrating with their traditional food and music.

The headteacher has successfully guided the school through a period of high staff turnover. She has been ably supported by her two key stage coordinators. These senior members of staff have led teams effectively to manage the oversight of subjects. In this way, the school has carefully nurtured its newly qualified teachers and some have recently taken on responsibilities for leading subjects. They have received thorough training and support. However, their appointments are so recent that it is too soon to judge their effectiveness. The school has established very robust procedures for monitoring teaching and this has led to improvements. The school tracks individual pupils' progress meticulously and uses the information well to support pupils who are in danger of falling behind. Pupils are usefully involved in setting their own targets and consequently know well what they must do to improve further. These

measures have contributed significantly to the rising achievement. The analysis is time consuming, however. Using the new computer software recently purchased by the school, this analysis could be done more efficiently, particularly for determining the progress of groups of pupils.

The newly appointed deputy has further strengthened the management team. Given the strong leadership, the maturing of new teachers and the track record for high achievement, the school has excellent capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Many children join the school with skills that are below those expected for their age. They are immediately made to feel welcomed and valued. Very constructive partnerships are forged with parents and this helps to settle the children quickly. Home visits for both Nursery and Reception children help to cement the excellent relationships. The atmosphere is a calm and extremely happy one. As a result, children make excellent progress in their personal development. They work very well in groups and independently. The teachers provide an exceptional range of stimulating experiences. They engage children's interest and ensure that they are working purposefully. Staff also use the spacious outdoor accommodation very well to provide opportunities for imaginative play. There is a very good balance between teacher-led activities and opportunities for children to learn independently. The EYFS is managed exceptionally well. The staff work very effectively as a team and there is close working between the Nursery and Reception teams. This secure environment means that the children feel very safe. It is reinforced by the Year6/Reception buddy scheme and the pupils speak highly of these links. Children make outstanding progress in the EYFS because of the excellent teaching and provision.

What the school should do to improve further

- Improve further the efficiency of the analysis of data and extend analyses to determine trends for groups of pupils.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', 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? | 1 |
| 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? | 1 |
| The capacity to make any necessary improvements | 1 |

Effectiveness of the Early Years Foundation Stage

| | |
|--|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 1 |
| How well do children in the EYFS achieve? | 1 |
| How good is the overall personal development and well-being of the children in the EYFS? | 1 |
| How effectively are the children in the EYFS helped to learn and develop? | 1 |
| How effectively is the welfare of children in the EYFS promoted? | 1 |
| How effectively is provision in the EYFS led and managed? | 1 |

Achievement and standards

| | |
|--|---|
| How well do learners achieve? | 1 |
| The standards ¹ reached by learners | 2 |
| How well learners make progress, taking account of any significant variations between groups of learners | 1 |
| 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? | 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 |

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.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

² IE - denotes that insufficient evidence was available to inspectors for a judgement to be made.

The quality of provision

| | |
|---|---|
| How effective are teaching and learning in meeting the full range of learners' needs? | 1 |
| How well do the curriculum and other activities meet the range of needs and interest of learners? | 1 |
| How well are learners cared for, guided and supported? | 1 |

Leadership and management

| | |
|--|-----|
| How effective are leadership and management in raising achievement and supporting all learners? | 1 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1 |
| 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 eliminated | 1 |
| How well does the school contribute to community cohesion? | 1 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 1 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 1 |
| 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



Letter to pupils explaining the findings of the inspection.

03 November 2008

Dear Pupils

Inspection of St Saviour's CofE Primary School, London, W9 2JD

Thank you very much for the help and cooperation that you gave to us when we inspected St Saviour's. You told us how you feel very safe and enjoy coming to school. Members of the school council take their role very seriously on your behalf. I was impressed by what they told me you do to raise money to support four children in less fortunate circumstances in African countries. Three of your IT 'experts' told us how they use computers to display the school menu at lunchtime and the notice board in the entrance to the school. Other Year 3 pupils were very enthusiastic about their workshop with artists from the Royal College of Music. We hope that the subsequent performance by these pupils went well. You all have so many exciting things to talk about.

We agree with you that St Saviour's is a brilliant school. These are the things that we particularly liked:

- there is a family feel to the school and you make new arrivals and visitors very welcome
- you come to school ready to learn and do really well in your work
- you have excellent teachers who have your interests at heart
- you show concern for others who are less fortunate than yourselves
- the school is exceptionally well led by your headteacher and her team.

The school is always seeking to improve further. It has identified a number of ways to do this. We are suggesting to the school that they can make more use of the computer software that the school has recently bought.

You are rightly proud of your school and are excellent ambassadors for it. Keep up the good work.

Yours faithfully,

Barry Jones
Lead Inspector