

St Saviour's Church of England Primary School

Inspection report

Unique Reference Number	100620
Local Authority	Lambeth
Inspection number	376427
Inspection dates	23–24 November 2011
Reporting inspector	Timothy Feast

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Mr Andrew Firman
Headteacher	Mr O'Neill Hemmings
Date of previous school inspection	15–16 January 2009
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 15 lessons and parts of lessons involving eight teachers and a number of support staff. They held meetings with the headteacher, other staff and members of the governing body. Inspectors had formal and informal discussions with a number of pupils, especially in Key Stage 2. They observed the school's work, and looked at school documents including improvement plans, tracking information, minutes of the governing body, curriculum plans and individual pupils' books for evidence of progress. They also looked at school documentation relating to the safeguarding of pupils and staff and looked at other policies and procedures. In addition, inspectors considered 75 questionnaires completed by parents and carers, and those completed by 108 pupils and 15 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which the achievement of pupils, particularly in mathematics at both key stages, has improved as a result of more challenging teaching.
- The effectiveness of school leaders in bringing about improvements in pupils' academic and personal outcomes through better teaching.

Information about the school

St Saviour's is an average-sized primary school, with an Early Years Foundation Stage comprising a Reception class. The proportions of pupils from minority ethnic groups and those speaking English as an additional language are much higher than average. The proportion of pupils with special educational needs and/or disabilities is above average, and includes pupils on the autistic disorder spectrum and pupils with social and emotional difficulties. More pupils than average join or leave the school at other than normal times. The school has a number of awards, including Advanced Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

St Saviour's is a good school, which has improved considerably since the last inspection. With the improvement in the quality of teaching and assessment has come a significant rise in the attainment of the pupils, especially in mathematics, and their learning and progress are good. Good achievement is supported by pupils' good behaviour and by their improved attendance, which is high. They flourish in an environment where they feel safe and parents and carers are highly appreciative of the school's positive ethos. As one parental comment included, 'My child loves school and finds it academically and socially stimulating.'

Pupils demonstrate in class and around the school positive attitudes to learning and they are courteous and welcoming. Pupils in Year 2, for example, came back from their trip to St Paul's Cathedral brimming with enthusiasm with what they had learnt. Pupils across the school were eagerly anticipating their performance in the violin concert on the Thursday evening of the inspection. Pupils demonstrate their good and improving skills in literacy in a broad range of circumstances but less evident is their use of numeracy and information and communication technology (ICT) across the curriculum. Pupils contribute well to their school and local community and are generous in their support for national and international charities. Their spiritual, moral, social and cultural development is excellent, as demonstrated by their enthusiastic responses to the artistic and musical opportunities provided for them.

The good teaching is well supported by the quality of the relationships between teachers and pupils, by teachers' good subject knowledge and by the guidance that teachers provide to pupils on how to improve their work, particularly their writing. Pupils indicated that they value this guidance. The quality of support provided by additional adults in the classes varies. There is some variation between year groups in the effective use of assessment information to help accelerate pupils' progress but teaching generally challenges pupils of all abilities.

The good quality of care, guidance and support is seen in the induction of pupils new to the school, in the preparation of pupils for the next stage of their education and in the steps taken by the school to meet the particular needs of vulnerable individuals. Parents and carers indicated that they appreciate this positive aspect of the school's work.

School leaders, including members of the governing body, know the school well and

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have accurately identified priorities for development. The school has acted effectively on the key issues identified in the last inspection, has improved a number of key aspects of its work, and is well placed to sustain further improvement. A small minority of parents and carers identified the need for improved communication with them in response to their suggestions. The governing body and headteacher have acknowledged this concern although, overall, the school's engagement with parents and carers is good. The school has a range of effective partnerships with external agencies, including the Iris Project with University College London which, by teaching Year 5 pupils Latin, has made a strong contribution to those pupils' improved writing. The school is a cohesive community where pupils mix naturally across year groups and across the different ethnic groups represented in the school.

What does the school need to do to improve further?

- By April 2012, have in place suitable opportunities for pupils to develop and demonstrate their skills in numeracy and ICT across the full range of subjects and topics.
- By April 2012, ensure that all staff are using the full range of assessment strategies and effectively deploying additional adults in the classroom, and that these improvements are suitably monitored.
- By July 2012, improve the responses to the suggestions of parents and carers and the feedback given.

Outcomes for individuals and groups of pupils**2**

Pupils enter the school with levels of skills and understanding that are below those typically seen in this age group. However, they go on to attain above average levels by the time they leave. Although girls achieve well, boys do significantly better than boys nationally. There is no significant variation in the achievement of other groups. All pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress. The school's focus on improving writing is seen in pupils' improved progress in this area. Pupils collaborate well when asked to work with their talk partners and this was seen to good effect when pupils in Year 6 were asked to suggest how their classmates' written work could be improved.

Pupils' positive attitudes to learning were witnessed when they tackled mental mathematics at the start of lessons and when, for example, Year 2 pupils were asked to tell their story of Sardul the Cat by heart, complete with appropriate actions. Pupils enjoy physical activities in their lessons and at break times and there is a good take-up for the various sporting clubs. They have a good understanding of what constitutes healthy living, and choose healthy options at break and lunchtimes reflecting the impact of Healthy School status. Pupils contribute well to the school community through the school council and through the work of the prefects. The school is particularly proud of its singing in care homes in the locality.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching generally challenges pupils well so that they make good progress, with some examples of strong teaching to be found in Years 4 to 6. Good use is made of external coaches and pupils make good progress on a range of musical instruments and have opportunities for public performances. Good support is provided to pupils who need to improve their literacy and numeracy and progress for these pupils in Years 2 and 6 is particularly rapid. Strategies to improve attendance have been very successful. Books are marked well and particularly good guidance on how to improve their writing has been provided for pupils. Guidance in lessons is more variable but often very good use is made of pupils' self-assessment in the context of the teachers' carefully planned learning objectives.

The curriculum is effective in meeting the pupils' needs. It is enriched by a wide range of musical, artistic and sporting activities including the film club and levels of participation are high. Pupils commented on how much they appreciated the visits they are taken on, including visits to the local mosque and synagogue.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

School leaders, including members of the governing body, have successfully demonstrated their ability to secure improvements in key areas, for example the standards pupils attain and the quality of teaching, including the improved use of assessment information. The current school improvement plan is a good reflection on their continuing drive for improvement. The governing body supports and challenges the school's leadership well in response to information provided by the leaders. It is rigorous in ensuring the safety of pupils and staff. Safeguarding arrangements are good and procedures are implemented effectively, for example, in the recruitment of staff and staff training in respect of child protection.

The school has effective partnerships with agencies both locally and wider afield, including a developing link with a school in Paris. Links with communities in Bridlington and Sierra Leone confirm the positive promotion of community cohesion and the celebration of cultural diversity both in this country and further afield. Pupils' attitudes and good behaviour reflect well the school's ethos of promoting equality, tackling discrimination and celebrating a cohesive community. School leaders have successfully tackled variations in the performance of different groups of pupils since the last inspection. As a result all pupils feel valued and increasingly they all achieve well.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for	2

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money

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage, leaving at the end of the Reception Year with levels of knowledge, understanding and skills that are just below those expected nationally. Children who come in to the school and are identified as having special educational needs and/or disabilities make good progress, as do those who speak English as an additional language. Children in the Reception class behave well and help each other to learn. They showed this to good effect when they were learning French together.

Good teaching and assessment of children's progress contribute to their good academic and personal outcomes. Additional staff are deployed well and help children to settle comfortably into class routines. The curriculum meets their needs well, supported by a good choice of activities including both teacher-led and child-initiated activities. Children enjoyed telling the story, *Jasper's Beanstalk*. Staff use their good knowledge of childrens' needs to support them well.

The Early Years Foundation Stage leader works closely with the headteacher and between them the leadership and management of this stage are good. The safety and care of the children is central to the team's planning. The school's planning for this stage of children's education is good and is supported by accurate evaluations of the stage's strengths and areas for development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The number of parents and carers who returned the questionnaire was broadly average. The overwhelming majority are happy with their children's experience at the school. They were particularly positive about their children's enjoyment and the way the school keeps them safe and prepares them well for the future. In both the answers to questions and in their comments a few parents and carers wanted the leadership of the school to improve communication with them, particularly in response to their suggestions. The inspection team followed this up, and concluded that while routine communications are good, school leaders should do more to respond to parents' and carers' requests for improvements. Members of the

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governing body acknowledged that this was one of their priorities.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Saviour's Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 75 completed questionnaires by the end of the on-site inspection. In total, there are 208 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	61	29	39	0	0	0	0
The school keeps my child safe	46	61	28	37	1	1	0	0
The school informs me about my child's progress	38	51	32	43	3	4	0	0
My child is making enough progress at this school	34	45	34	45	3	4	0	0
The teaching is good at this school	38	51	31	41	3	4	0	0
The school helps me to support my child's learning	33	44	36	48	4	5	0	0
The school helps my child to have a healthy lifestyle	25	33	40	53	4	5	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	31	38	51	1	1	0	0
The school meets my child's particular needs	32	43	31	41	5	7	0	0
The school deals effectively with unacceptable behaviour	37	49	29	39	0	0	1	1
The school takes account of my suggestions and concerns	34	45	27	36	4	5	0	0
The school is led and managed effectively	30	40	29	39	3	4	3	4
Overall, I am happy with my child's experience at this school	44	59	29	39	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 November 2011

Dear Pupils

Inspection of St Saviour's Primary School, Lambeth SE24 0AY

Thank you for being so welcoming during our visit and telling us your views. We understand why you enjoy coming to school, because it is a happy, safe and caring place which helps you to do well. We found that your school gives you a good education.

Here are some of the best things about the school.

- You attend well and enjoy your lessons, and, as a result, you make good progress.
- You have a good understanding of how physical activity and sensible eating help you to live healthily.
- The teaching is good and you are given good support to catch up when you need it.
- You told us you all get along well with each other and this helps to make the school a happy community.

These are the things we have asked the school to do, so that it gets even better:

- give you more opportunities to show your skills in numeracy and ICT
- help your teachers to use the other adults in your lessons better
- listen more to what your parents and carers have to say.

Thank you again for helping us, particularly by talking to us and showing us your work. All of you can help your teachers by continuing to work hard to improve your writing.

Yours sincerely

Timothy Feast
Lead inspector

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