

St Saviour CofE Primary School, Ringley

Inspection report

Unique Reference Number	105248
Local authority	Bolton
Inspection number	377212
Inspection dates	7–8 December 2011
Reporting inspector	Jane Austin HMI

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	157
Appropriate authority	The governing body
Chair	Steven Kidd
Headteacher	Ian Southern
Date of previous school inspection	22 October 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed teaching and learning in 12 lessons taught by six teachers. They held meetings with the headteacher, staff, groups of pupils and representatives of the governing body. They observed the school's work, and looked at a range of documentation, including records of monitoring, the school's improvement plan, data on pupils' rates of progress, safeguarding procedures, and the minutes of governing body meetings. Responses to questionnaires returned by 52 parents and carers, as well those completed by pupils and staff were analysed.

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

- The progress of pupils in Key Stage 1 and the level of challenge for more-able pupils in Key Stages 1 and 2, particularly in writing and mathematics, were investigated.
- The effectiveness of the school's systems for tracking pupils' progress was examined.
- The quality of the school's planning for improvement was evaluated.
- The extent of the school's promotion of community cohesion was considered.

Information about the school

This much smaller-than-average primary school has more boys than girls on roll. Almost all pupils are White British and all speak English as their first language. The proportion of pupils known to be eligible for free school meals is low, as is the percentage who have special educational needs and/or disabilities. The school has gained the Basic Skills Quality Mark, the Leading Parent Partnership Award and the Get Set Go Olympic initial award. The governing body runs a before- and after-school care club for pupils.

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?

1

The school's capacity for sustained improvement

1

Main findings

St Saviour's provides an outstanding education for its pupils, fostering their academic and personal development in an atmosphere where all are known very well and valued as individuals. One parent captured the school's ethos in commenting that 'the school cares deeply about its pupils who are all treated equally and fairly'. In this happy environment pupils thrive, so that by the end of Year 6 their attainment is high and their achievement is outstanding. Mutual respect characterises relationships across the school. Together with the many opportunities that enrich learning and promote links with the community, this results in outstanding spiritual, moral, social and cultural development for pupils.

Key elements of the school's work combine to secure outstanding progress for all groups of pupils. The highly engaging, themed curriculum motivates pupils very well. Excellent care, guidance and support, with well-matched help for those with special educational needs and/or difficulties, ensure that all feel very safe and ready to learn. The impact of this is evident in pupils' high levels of attendance. The very positive climate for learning, alongside consistently good teaching which incorporates some excellent practice, results in outstanding learning over time. Nonetheless, pupils are not always sure about how to improve their work in order to reach their targets because feedback and marking are not consistently helpful enough. Children in the Reception class get off to a good start. They make good progress as a consequence of good teaching and stimulating provision, which is carefully matched to the next steps they need to take. However, opportunities for children to develop their language and literacy skills are more restricted in the outdoor area.

Leadership and management are outstanding, as is the school's capacity to improve. A sense of common purpose in seeking the best for pupils pervades the school. The headteacher has a clear view of the school's current position as a consequence of thorough monitoring and the very effective tracking of pupils' progress. From this secure base, he is driving developments energetically. Leadership roles and responsibilities are distributed very effectively, providing good opportunities for staff to make contributions and develop professionally. The school's promotion of community cohesion is good, with notable strengths in links with the local community. However, although pupils make a considerable contribution to communities beyond this, for instance through charitable fund-raising, opportunities to develop a deeper international perspective are more restricted. The governing body provides a very robust level of challenge to the school's leaders. Outstanding

governance arises from the exceptional lead provided by the Chair, who injects very considerable rigour into the work of the governing body. Outstanding outcomes for pupils mean that the school provides outstanding value for money.

What does the school need to do to improve further?

- Improve teaching further by ensuring feedback and marking enable pupils to understand fully how to take the next steps towards meeting their targets.
- Provide consistently developed opportunities for pupils to gain an understanding of communities in an international context.
- Increase the opportunities for children in Reception to develop their language and literacy skills in the outdoor area.

Outcomes for individuals and groups of pupils

1

From broadly average attainment when pupils join the Reception class, they make outstanding progress so that their attainment is high by the end of Year 6. All groups of pupils, including those with special educational needs and/or disabilities, make similarly high rates of progress. Pupils are eager to learn, diligent and keen to succeed. Across the school, pupils show pride in their work through consistently high standards of presentation. Pupils work very well together, for instance as ‘talk-partners’, behave well and waste no time in tackling tasks. These qualities, combined with their high rate of attendance and well-developed information and communication technology (ICT) skills, mean they are exceptionally well prepared for the next stage of their education.

Pupils say they feel extremely safe in school and are confident that there are plenty of adults to turn to should they have any worries. Pupils make an outstanding contribution to the school and the community more widely, a feature of their excellent moral and social development. They take their responsibilities, for example as school councillors, seriously and discharge them confidently. Pupils’ suggestions for improvements to the school are treated seriously so, for instance, they now make and sell fruit kebabs weekly. Pupils contribute to the local community through extensive links with the parish, joint projects with a cluster of local schools, sporting activities and a variety of charitable fund-raising. The degree to which they adopt healthy lifestyles is good. Pupils understand which foods are healthy, although not all act on this when making choices. Levels of participation in sporting activities are high.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	1
Taking into account:	1
Pupils’ attainment ¹	1
The quality of pupils’ learning and their progress	
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1

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

The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The outstanding care, guidance and support for pupils are key factors in their very high rates of progress. Meeting the needs of individual pupils is at the heart of the school's inclusive approach. Parents commented on the school as, 'an extension of the family', and as having an ethos of 'togetherness' and such views were echoed by pupils. The very effective management of provision for pupils with special educational needs and/or disabilities, for instance in drawing on local expertise, ensures that their needs are met. Arrangements to smooth transition for pupils when they join and leave the school are well considered. High quality care is provided for pupils in the before- and after-school club.

Over time, the school has developed a creative, thematic curriculum which makes an outstanding contribution to pupils' learning. Pupils are enthused by the topics, through which opportunities to develop their basic skills are woven. A wide range of visits and visitors enrich pupils' experiences, their learning and their cultural development. For example, pupils enjoyed completing a faith trail which took them to a mosque, a Hindu temple and a Methodist church. More-able pupils have opportunities to work alongside those from other local schools to develop their skills further. The school provides tuition for some year groups so that all pupils have the experience of learning to play a musical instrument. A wide range of extra-curricular activities, and plentiful opportunities to represent the school on sports teams, contribute very well to pupils' personal as well as their academic development.

Teaching is consistently good and sometimes better. In the best lessons, teachers maintain a sharp focus on learning objectives and model concepts clearly. They make good use of new technologies, such as flip cameras, to motivate pupils. Interesting activities linked, for instance to the class themes, set learning in context and make it relevant. For example, pupils in Years 4 and 5 enjoyed learning about analogue and digital time through planning rail journeys to places they would really like to visit, such as the beach and a theme park. The small steps in learning are built up well as lessons progress. Teaching assistants make a very positive contribution to pupils' learning. Where teaching is a little less effective, opportunities are missed to accelerate pupils' progress by allowing them more thinking time or questioning them more deeply. While there is good practice in feedback and marking, this is not consistent across the school or linked to best effect to pupils' targets.

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
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher's ambitious vision for the school is shared by staff, the governing body and families. At the heart of this is ensuring that all pupils have equal opportunities to succeed and the school is outstanding in this respect. The school sets and reaches very challenging targets: expectations are high with regard to all aspects of its work. Since the previous inspection, leaders have worked successfully to improve the tracking of pupils' progress and, combined with the comprehensive monitoring system, this is contributing very effectively to the school's accurate self-evaluation. Planning for improvement is firmly founded, although it lacks the robust success criteria which would provide a sharp focus to checking on progress. The roles of middle leaders are developed well, particularly through the regular programme of monitoring and evaluating provision.

The exceptional lead provided by the Chair of the Governing Body ensures that governance is outstanding. Levels of challenge to leaders are high because the governing body is extremely well informed about the school's work. External verification of performance is obtained and the implementation of policies is monitored directly. Governors are linked to curriculum areas and meet regularly with subject leaders. Safeguarding procedures are good and recruitment processes are rigorous. The promotion of community cohesion is good. The school itself is highly cohesive and, as one parent observed, 'is at the heart of the community'. Helpfully, Year 2 pupils are developing links with their peers of a different ethnic background and faith who attend a local school. Although pupils have a rich variety of experiences linked to their own culture in the national context, the opportunities for developing a sustained international perspective are less well developed.

The school's engagement with parents and carers is outstanding, as the recent Leading Parent Partnership Award recognises. A broad range of methods for communicating with the parent body is used and parental views are taken into account. The school provides frequent opportunities for parents and carers to talk to the headteacher and staff at regular drop-in sessions. Outstanding partnership working extends the opportunities pupils have to work on projects with those from other schools, contributes very effectively to staff development and secures expert help for those with specific needs. Partnership with the parish plays a central part in promoting pupils' outstanding spiritual development.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
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 money	1

Early Years Foundation Stage

When children join the Reception class their knowledge and skills are in line with those expected for their age. As a consequence of good teaching, children make good progress so that by the end of the Reception Year they reach levels above those usually found at this stage. They are, therefore, well prepared for Year 1. Children make particularly good progress in their emotional and physical development, as well as in their early writing skills. Well-organised assessment processes inform planning effectively so that a good range of engaging activities enables children to build well on what they already understand and can do.

Staff care well for children so that they feel secure. This is very apparent in the levels of confidence and independence children display, for instance in making choices. This is fostered very well in the regular class discussions during which children share their ideas for activities which they would like in the following days. These are then provided. There is a good flow between the indoor and outdoor areas which are laid out with a suitable balance of adult-led and child-initiated activities. However, equipment to promote the development of language and literacy skills is more limited outdoors. Children play well independently and together, showing sustained concentration. For instance, playing by himself one boy fished in the foam with great enthusiasm to find and name letters and numbers. Meanwhile, a group worked well together to make their mid-morning sandwiches. Children understand how to stay safe, for example by wearing helmets when they ride large wheeled toys.

The leadership and management of the Reception class are good. Well-organised transition arrangements help children and families to become familiar with the setting so that children settle quickly when they join. The comment of one parent echoed the views of many: 'Without the support and caring nature of the Reception staff, transition wouldn't have been easy.' Links with families are fostered well, with helpful encouragement for parents and carers to note their child's progress through adding leaves to the 'terrific tree'. The move to Year 1 is managed carefully so that provision matches the varied levels of children's needs.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	2
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 in the Early Years Foundation Stage	2

Views of parents and carers

The proportion of parents and carers who returned questionnaires was slightly lower than average. Responses to all questions were more positive than found nationally. A number of respondents included comments, the large majority of which were extremely complimentary about the school. The very small number of critical comments reflected individual concerns. These were followed up by inspectors and taken into consideration in making the judgements reported.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Saviour CofE Primary School, Ringley 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 157 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	67	17	33	0	0	0	0
The school keeps my child safe	41	79	11	21	0	0	0	0
The school informs me about my child's progress	32	62	18	35	2	4	0	0
My child is making enough progress at this school	31	60	18	35	3	6	0	0
The teaching is good at this school	34	65	16	31	0	0	0	0
The school helps me to support my child's learning	33	63	16	31	2	4	0	0
The school helps my child to have a healthy lifestyle	35	67	16	31	1	2	0	0
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)	30	58	19	37	0	0	0	0
The school meets my child's particular needs	31	60	20	38	1	2	0	0
The school deals effectively with unacceptable behaviour	32	62	17	33	2	4	0	0
The school takes account of my suggestions and concerns	31	60	15	29	3	6	1	2
The school is led and managed effectively	38	73	13	25	1	2	0	0
Overall, I am happy with my child's experience at this school	40	77	12	23	0	0	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.



9 December 2011

Dear Pupils

Inspection of St Saviour CofE Primary School, Ringley, Bolton, M26 1EU

Thank you very much for making us so welcome when we inspected your school recently. We enjoyed talking to you, visiting your lessons and hearing the choir practice for the Nativity play. What you had to say helped us to reach the judgement that you attend an outstanding school.

Your school is a friendly, happy place where each one of you is known as an individual. We were impressed by the respect you show for one another and for adults. The staff care for you exceptionally well and this, along with consistently good teaching, helps you all to make outstanding progress. Those of you who find learning difficult get the help you need. By the end of Year 6 your attainment is high. This, along with your high rate of attendance, means you are very well prepared for your move to secondary school.

Children in the Reception class make good progress because staff carefully design activities that help them to develop all the skills they need in preparation for their move to Year 1. They have a cheerful classroom and a lovely garden to play and learn in. However, we have suggested that more opportunities could be provided outdoors to help them develop their language and literacy skills.

We have also suggested two other ways in which we think your school could get even better. We would like your headteacher and staff to:

- make sure that their marking and feedback help you understand exactly what you need to do next to reach your targets
- develop sustained opportunities for you to find out about and understand communities beyond the United Kingdom.

I am sure you will all keep working very hard and doing your best. I wish you every success in the future.

Yours sincerely

Jane Austin
Her Majesty's Inspector

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