

# St Saviour's Church of England Primary School

Herne Hill Road, London, SE24 0AY

**Inspection dates** 21–22 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Leadership and management are good. Through strong partnership work with schools within the federation, leaders and governors have improved the overall effectiveness of the school so that it is now good.
- The headteacher, working together with senior leaders, staff and governors, has successfully driven improvements to teaching and achievement.
- Members of the governing body are well informed about the school's work. They are ambitious to see the school improve further and challenge the school's leaders about the school's performance.
- Well-selected training for staff and regular checks on teaching quality have been effective in securing good teaching. As a result, pupils achieve well and standards are rising.
- Teachers work effectively with teaching assistants to provide lessons that meet the needs of all pupils. Pupils make good progress.
- The curriculum is focused on making sure pupils make swift progress in their academic achievement as well as promoting their personal development and enjoyment of school. Music is a particular strength. Many pupils learn to play an instrument.
- Pupils enjoy coming to school and attend very regularly. They behave well and have positive attitudes to learning. They feel safe in school and have a good understanding of how to keep themselves safe.
- The early years provision is good. Children achieve well. They make particularly rapid gains when completing tasks with the adults. Children are well prepared for learning in Year 1.

### It is not yet an outstanding school because:

- Activities provided in the early years do not always support children to extend their own learning without adult intervention.
- Middle leaders are not always sufficiently involved in securing further improvements within their areas of responsibility.
- Some areas of the curriculum are not taught in sufficient depth. This leaves pupils with a superficial understanding of some subjects and concepts.

## Information about this inspection

- Inspectors observed 11 lessons across all year groups. Two were observed jointly with the headteacher and two with the Chief Executive Officer of the Loughborough Federation of Schools.
- Inspectors made short visits to each class to speak to pupils, look at their work and examine displays. An assembly was observed. A separate scrutiny of pupils' workbooks was carried out.
- Meetings were held with the senior leaders, governors, staff and teachers with additional responsibilities. In addition, a meeting was held with representatives from the local authority and the diocese.
- Inspectors talked with groups of pupils, listened to them read and observed them during playtimes and lunchtimes. Inspectors also spoke to pupils informally around the school.
- Inspectors took into account 83 responses to the online parent questionnaire (Parent View) and 28 replies to the staff questionnaire. The views of parents and carers were also collected at the start and the end of the day. The inspection team reviewed a range of documentation, including the school's evaluation of how well it is performing, development planning, information about pupils' progress, the quality of teaching and minutes of meetings, including those of the governing body. They also looked at records relating to behaviour, safeguarding and attendance. The school's website was also reviewed.

## Inspection team

Mel Rose, Lead inspector

Her Majesty's Inspector

Alastair McMeckan

Additional Inspector

## Full report

*In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.*

### Information about this school

- The school is a smaller than average-sized primary school.
- The school is in its second year of a three-year partnership with the Loughborough Federation of Schools.
- One in five pupils is eligible for pupil premium funding, which provides additional funding for pupils known to be eligible for free school meals or in the care of the local authority. This is below the national average.
- Pupils come from a range of ethnic backgrounds. The proportion of pupils who speak English as an additional language is just above the national average.
- Children in the Reception class attend full time.
- A section 48 inspection of religious education last took place in December 2011.
- The proportion of disabled pupils and those with special educational needs is in line with the national average.
- The school provides a daily breakfast club and after-school club managed by the governing body.
- The school meets the government's current floor standards for primary schools, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further

- Make sure that work set for children to choose in early years provision is always demanding and helps them move on quickly in their learning.
- Develop the skills of middle leaders to ensure further improvements are made in their areas of responsibility.
- Ensure the curriculum provides enough opportunities for pupils to extend their understanding, particularly in mathematics and science.

## Inspection judgements

### The leadership and management are good

- The school's partnership with the Loughborough Federation of Schools provides good opportunities for sharing and improving practice throughout the school.
  - The headteacher and Chief Executive Officer from the federation work effectively together. Their shared vision for school improvement has successfully raised expectations of what pupils can achieve. Parents and carers are supportive of the school's work and acknowledge the significant improvements that have been made in recent times.
  - The headteacher has put in place a range of new systems, policies and strategies. These, along with the distinctive ethos of the school, form firm foundations to build on and improve practice. Pupils have a good understanding of what is expected of them. Leaders have made sure that pupils enjoy coming to school, behave well and want to learn.
  - The local authority and diocese work closely together to support school improvement. They have provided a variety of training for staff and governors. Leaders' own assessment of the performance of the school is accurately validated by the local authority and diocese. The information from external monitoring feeds into the school's own plans for further improvement.
  - The school leaders regularly check the quality of teaching over time and the impact of learning on different groups of pupils, including those with special educational needs and disadvantaged pupils. Teachers' performance management is robust and ensures the Teachers' Standards are met. Training and support for staff help improve teaching where needed.
  - Middle leaders are providing support to improve the quality of teaching in their areas of responsibility. However, less experienced leaders are not yet sufficiently involved in taking responsibility for driving improvements within their areas of responsibility to help the school improve further.
  - The provision for disabled pupils and those with special educational needs is led and managed well. Each child is given appropriate and effective programmes of support to meet their needs. The impact of this additional support is regularly checked to ensure pupils make rapid progress. Support is often given by highly skilled teaching assistants who know the needs of the pupils exceptionally well.
  - Discrimination is tackled and equality of opportunities promoted strongly. Extra funding for disadvantaged pupils is used effectively. It enables a range of support to be provided, such as intensive, targeted sessions to meet eligible pupils' specific needs. It also enables pupils to take part in a range of enrichment activities, including learning to play a musical instrument.
  - The school has introduced the new National Curriculum, supported by a programme of educational visits. Music is a strength of the school and many pupils learn a range of instruments, including the violin, piano and guitar. The curriculum effectively supports pupils' spiritual, moral, social and cultural development and prepares them well for life in modern Britain. Pupils have a good understanding and respect for a wide range of faiths and cultures. Pupils from a wide variety of backgrounds get on well together because the school successfully fosters good relations. Through elections to appoint members of the school council, pupils develop an understanding of democracy.
  - Additional funding for sport is used effectively to raise standards and increase pupils' participation in sporting activities. Pupils take part in a wide variety of sporting competitions, including dance, swimming and hockey. A sports coach works with pupils on a weekly basis. Teachers observe, plan and deliver physical education lessons with the support of the coach to improve their own practice. The funding also enables younger pupils to attend extra-curricular sports clubs.
  - Leaders and governors ensure the school's arrangements for safeguarding pupils meet statutory requirements. They carry out a health and safety audit of the school each term. All aspects of safeguarding, including those related to the appointment of staff, are checked rigorously.
  - The school's website meets statutory requirements. It is well organised and information is clearly categorised. Useful links are provided to support parents and carers and pupils' learning.
- **The governance of the school:**
- Governors have received a substantial amount of training from both the local authority and the federation to develop their skills. This is enabling them to challenge senior leaders in detail about the quality of teaching at the school and pupils' achievement. Specific training on the effective use of data has given them a good understanding of how to track the achievement of all groups of pupils.
  - Governors have a good awareness of how the school manages performance. They are aware how good teaching is rewarded and know how leaders tackle any underperformance to improve teaching. Members of the governing body spend significant amounts of time in school to check that the school

improves rapidly. They observe teaching, talk to pupils and carry out scrutiny of pupils' work, with the support of senior leaders.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Pupils are polite and considerate towards each other when playing outdoors and moving around the school. They welcome opportunities to help others. For example, older pupils volunteer to help the younger ones in the dining room at lunchtime, serving salad and making sure they feel safe in the corridors.
- Pupils are tolerant and respectful of others. They learn about different religions and visit different places of worship. Their spiritual, moral, social and cultural development is strong. Mature social interactions take place between children of different ages, sexes and cultures. Pupils visit the 'peace garden' to enjoy a moment of reflection.
- Pupils understand and follow the school's 'golden rules'. The school keeps accurate and detailed behaviour records. These show behaviour has improved over time. There were no fixed-term exclusions in the academic year 2013/14 and there have been none this academic year. Nearly all the parents and carers who completed the Parent View questionnaire were confident that the school makes sure pupils behave well.
- Behaviour and attitudes in lessons are often excellent and support pupils' good progress. Occasionally, a few pupils become distracted, lose concentration and need to be reminded to focus on their learning, which is why behaviour is not yet outstanding.
- Pupils who attend breakfast and after-school clubs are happy and enjoy a positive start and end to the school day. There is a good variety of activities for them to do and behaviour is well managed.

### Safety

- The school's work to keep pupils safe and secure is good. Attendance is above the national average.
- Relationships between adults and pupils are good. Adults know pupils well as individuals. They are extremely nurturing, particularly when pupils are unwell or in need of emotional support. Pupils know the staff will help them and who to go to if they have concerns.
- Pupils have a good understanding of how to keep themselves safe from harm. Through discussions in assemblies, pupils receive regular reminders about how they can avoid risks to their safety. Further activities to keep pupils safe include cycle training and swimming lessons.
- Pupils know about different types of bullying, including cyber bullying. The school records show incidents of bullying are very rare. Pupils are clear how to keep themselves safe in a wide range of situations, including when using the internet. Useful e-safety advice is available for parents and carers on the school's website to help them support their children in keeping safe.
- Most staff are trained in paediatric first aid, including in the early years. Child protection training is up to date. Staff have received training to heighten their awareness of extremism.

## The quality of teaching is good

- Teachers plan to meet the needs of different groups of pupils. In most classes, teachers know their pupils well and set work that is challenging and interesting, adapting their teaching in response to pupils' levels of understanding. Occasionally, when pupils are not as interested in the work they are set, the pace of their progress slows. Teaching assistants are skilled and support learning well.
- Teachers typically make sure pupils are clear about what they need to do to be successful in their learning. Teachers mark pupils' work regularly and give feedback that helps pupils deepen their understanding. Pupils have opportunities to respond to teachers' comments and make corrections to improve their work.
- The most able pupils are well supported and challenged. Work is set that provides opportunities for them to extend their own learning. For example, in a Year 1 phonics (the sounds that letters make) session, the most able pupils were encouraged to add their own adjectives and adverbs to the sentences they were writing.
- Reading, writing and mathematics are taught well across the curriculum. The diocese has also trained teachers on how to link religious education to other areas of the curriculum. An example of this is in

science and mathematics, linked to fundraising for children in Syria. Pupils explored materials when deciding on clothes for Syrian children and baked cakes to raise money for the appeal.

- Handwriting is a strength of the school and is taught well in most year groups. Pupils' writing is improving and there are increasing opportunities to write at length in many areas of the curriculum. Expectations of presentation are high.
- Teachers make sure phonics is taught well in early years and Key Stage 1. As a result, standards in reading are rising.
- The teaching of disabled pupils and those with special educational needs is good. Teachers identify the needs of individual pupils accurately and provide appropriate support. Targeted action is closely monitored to ensure it is having a positive impact.
- Teachers set homework regularly in all year groups, including the early years. It covers a range of subjects and is used effectively to support pupils' learning.

### **The achievement of pupils** is good

- Children start school with knowledge, skills and understanding typical for their ages. They make good progress across all areas of learning. There is little variation between the progress of different groups.
- All groups of pupils, including pupils from minority ethnic groups and those speaking English as an additional language, achieve well. Pupils' progress is good and improving in Key Stage 1. The proportion of pupils reaching the expected standard in the phonics screening check at the end of Year 1 was well above the national average in 2014. In Key Stage 2, pupils make good progress and attainment is rising. In 2014, pupils' attainment in reading, writing and mathematics was in line with national averages. More pupils attained above average standards compared with national proportions. Gaps are closing rapidly between all groups.
- Pupils enjoy reading and most pupils in Key Stage 2 are confident, fluent readers. They benefit from new reading resources and talk enthusiastically about the books they have read.
- Speaking and listening skills are well promoted in the school. This is because pupils are encouraged to use a good range of vocabulary. They are given regular opportunities to speak in front of larger audiences, including in assembly when pupils are encouraged to re-enact stories to the rest of the school.
- The school has increased the opportunities for pupils to develop their writing skills. Regular handwriting lessons help pupils to write with fluency and ease. Pupils are encouraged to produce longer pieces of writing, both in English and across other areas of the curriculum. This enables them to practise using their writing skills regularly.
- Pupils develop good basic numeracy skills. They learn a range of strategies for calculating sums and working with numbers. Occasionally, pupils are given few opportunities to deepen their understanding of number and are moved on to new aspects of mathematics too quickly.
- Pupils are provided with opportunities to develop their interests through extra-curricular clubs and additional activities. As well as providing musical instrument tuition, the school seeks to inspire pupils to try different activities. For example, at the sewing club, boys and girls enjoy making stuffed animals. Recently, many pupils participated in a community singing project in which they recorded an album of music celebrating their local area.
- In 2014, the attainment of disadvantaged pupils in Year 6 was approximately six terms behind other pupils in their year group in reading and writing and four terms behind in mathematics. When compared to other pupils nationally, the attainment gaps are narrower, with disadvantaged pupils four terms behind in reading and writing and two terms behind in mathematics. Current assessment information shows a positive picture, where gaps have closed significantly across all year groups. In some instances disadvantaged pupils are now outperforming their peers.
- The most able pupils achieve well. The proportion of most able pupils attaining high standards at the end of Key Stage 1 is in line with national averages in reading and mathematics and slightly above in writing. At Key Stage 2, the proportion of most able pupils achieving the high standards is well above the national average in reading, writing and mathematics.
- The achievement of disabled pupils, those with special educational needs and those who have English as an additional language is carefully checked. They receive high-quality support and their provision is closely monitored and tailored to meet their needs. This enables these pupils to make good progress.
- The school is trialling a new assessment system, alongside the use of levels. This is aiding a smooth transition between the two systems for staff, pupils and parents and carers.

**The early years provision****is good**

- Children settle quickly into the Reception class. Adults in the early years are strong role models. They establish positive working relationships with the children who grow in confidence quickly. Teachers make sure parents and carers are well informed about how well their children make progress.
- Leaders have successfully improved the outdoor areas and the quality of teaching, and made sure children achieve well in early years. However, middle leaders have not developed their role in leading further improvements to the quality of early years provision.
- The quality of teaching is good. Teachers and support staff in the early years are highly skilled. When they work individually or with small groups, children make particularly rapid progress. Through discussions and questioning, children deepen their understanding quickly.
- Teachers have high expectations and set tasks that capture children's interest. For example, when learning about honey bees, children enjoyed drawing and labelling a bee carefully, using key words such as antennae, thorax and abdomen. Phonics sessions are taught well. Children have regular opportunities to practise writing and saying letter sounds. They learn to write letters correctly and to use punctuation carefully.
- Some activities for children to choose to do on their own are not as well planned to build on what they know and can do already. This particularly limits the progress of most able pupils. The school is aware of this and has put in place actions to improve provision.
- Disabled children and those who have special educational make good progress. This is because their needs are identified quickly and highly skilled adults work with them, providing quality learning opportunities which meet their needs well.
- The children follow the class rules and their behaviour is consistently good. They take turns and readily share resources. They understand how to keep safe, for example they move around the indoor and outdoor spaces sensibly so that no one gets hurt. Children know the importance of being careful on the climbing equipment.
- The early years children achieve levels of development just above national expectations and are well prepared for learning in Year 1.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	100620
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	463771

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	200
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jonathan Raper
<b>Headteacher</b>	Elizabeth Maxted
<b>Date of previous school inspection</b>	18–19 September 2013
<b>Telephone number</b>	020 7274 7986
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