

Inspection of a good school: St Saviour's Catholic Primary School

10 Bonfield Road, Lewisham, London SE13 6AL

Inspection dates:

6–7 November 2019

Outcome

St Saviour's Catholic Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy at St Saviour's. Pupils told me that they are proud of their school and enjoy learning and playing with their friends. One pupil told me that their school is 'like a second family where all the teachers help you with everything'. This is typical of pupils' views.

Staff have high expectations of what pupils can achieve. They make sure pupils throughout the school can read, write and count really well. Staff give pupils opportunities to develop the qualities they need to succeed in the future.

Pupils are well behaved and respectful in class. They enjoy discussions. They listen carefully to their teachers' instructions. As soon as pupils are asked to start their work, they do. Most pupils complete their work to a high standard.

Every pupil I spoke with told me that there is no bullying at their school. If they are worried, they know staff will listen to them and help them. This is because of the strong relationships between families, pupils and staff at the school. Pupils learn to be responsible online, both inside and out of school.

What does the school do well and what does it need to do better?

Leaders have thought carefully about the school's curriculum. They have created a curriculum that links subjects together. For example, pupils travelled on a bus around key landmarks in London so that they knew where the Great Fire of London happened. This linked their knowledge of geography and history. Most subjects are skilfully planned and delivered so that pupils learn the right knowledge at the right time. However, leaders know that there is further work to do to make sure that all subjects are as thoughtfully planned. The curriculum planning for geography, computing and design and technology needs to develop. Pupils do not learn as well as they should in these subjects.

Pupils read well. They make a great start in the early years, learning phonics for reading and writing. Pupils practise phonics every day to help them remember what they have learned. Teachers assess pupils well and quickly notice any who fall behind. They offer these pupils extra support, which helps them to keep up with others. A few older pupils do not receive the extra help they need when they struggle with reading. Overall, the teaching of reading is successful. Pupils enjoy reading and teachers plan lots of opportunities for pupils to read in a range of subjects.

In mathematics, teachers plan well-structured lessons to meet the needs of all pupils. The mathematics leader provides valuable training and support for staff and other schools. This has resulted in a strong, consistent approach to teaching mathematics throughout the school. Pupils quickly learn the basics in mathematics. They revisit their learning often, which means they become more confident in using numbers. The work in their books is accurate and of a high standard.

Teachers have strong subject knowledge. They are skilled practitioners and know how pupils learn effectively. Pupils achieve well in national tests in reading, writing and mathematics. Pupils are well prepared for secondary school.

Pupils behave and concentrate well in class. They enjoy discussing their learning with others and always like to volunteer an answer to the teacher. Pupils settle to tasks as soon as their teacher asks them to. Pupils with special educational needs and/or disabilities (SEND) are supported well. Staff work closely with families to identify pupils' needs and find ways to help them learn.

There is a wide range of clubs on offer to pupils. The choir is very well attended. There are many opportunities for pupils to perform at local events around London. Year 6 pupils have an opportunity to become part of the school's 'junior leadership team'. Pupils plan events to raise money for charities. They make decisions with their teachers about how to improve their lessons even further.

All pupils are rewarded for good behaviour. Pupils believe this is a fair system that works well. Pupils told me that if they ever felt worried there was always an adult who they could speak to or add a note in the 'worry box'.

Leaders, including governors, act with great integrity. They put the needs of the pupils and staff at the heart of every decision. Staff feel very well supported by leaders and are proud to work at this school. Staff told me that the headteacher values them. They feel encouraged to do what is best for the pupils in their classes.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are up to date with their safeguarding knowledge. All staff know the pupils and their families well and are alert for any sign that may mean a pupil is worried. Leaders are relentless in following up any concerns with external agencies.

Staff teach pupils about being safe around the local area. Pupils know strategies that will help them.

On the first day of the inspection there were a few administrative errors, mainly historical, for pre-employment checks on staff and statutory checks for governors. These were all resolved by the end of the inspection and now meet compliance in all areas.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The sequencing and progression of skills and knowledge are planned carefully in most subjects. However, some subjects, such as geography, design and technology and computing, are not planned to the same quality. Leaders now need to develop these foundation subjects so that pupils have the opportunity to know more and remember more.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 5 July 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, ['disadvantaged pupils'](#) refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100733
Local authority	Lewisham
Inspection number	10110473
Type of school	Primary with Nursery
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair of governing body	Jo Chandler
Headteacher	Dean Houson
Website	www.stsaviours.lewisham.sch.uk
Date of previous inspection	8 March 2016

Information about this school

- St Saviour's is a Catholic primary school.
- The Nursery admits three- and four-year-olds.

Information about this inspection

- I did deep dives in reading, mathematics and history. This involved talking to curriculum leaders, visiting lessons, looking at pupils' work, hearing pupils read, and talking to pupils and teachers.
- I met with the headteacher, the assistant headteacher for curriculum and the assistant headteacher responsible for leading the provision for pupils with SEND.
- I met with the chair of the governing body and two other governors.
- I scrutinised the single central record of staff suitability checks and other documents related to safeguarding. I talked to parents, staff and pupils. The responses to the online questionnaires were also considered.
- I visited all classrooms, including those in early years. I observed pupils during the school day, in the playground and in the dining room and as they moved between lessons.

Inspection team

Neil Harvey, lead inspector

Ofsted Inspector

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