



QUALITY ASSURANCE REVIEW
REPORT FOR
ST SAVIOUR'S ROMAN
CATHOLIC PRIMARY

Name of School:	St Saviour's Roman Catholic Primary
Headteacher/Principal:	Dean Houston
Hub:	South East
School type:	Maintained primary
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	30/10/2019
Overall Estimate at last QA Review (if applicable)	Good
Date of last QA Review (if applicable)	20/11/2017
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	08/02/2016

Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels Effective

Quality of provision and outcomes Effective

AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of Excellence (if applicable) None presented

**Previously accredited valid Areas
of Excellence (if applicable)**

Overall Peer Evaluation Estimate Effective

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed peer evaluation estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

St Saviour's is a one-form entry Voluntary Aided Catholic primary school. It is part of the Archdiocese of Southwark. It is in the centre of Lewisham in a highly deprived area right next to the church. The proportion of disadvantaged pupils is above the national average. A high proportion of pupils come from minority ethnic backgrounds with the majority from Black or Black African heritage. The proportion of pupils who speak English as an additional language (EAL) is well above the national average, with more than 25 different languages spoken. Pupils often enter during the year speaking no English.

The school is active within the community. The premises are let on Saturdays to a charity group, action for refugees in Lewisham (AFRIL). This raises money to fund an additional teaching assistant (TA) in the school. The school is part of the Jimmy Mizen safe havens programme with local shops.

The school employs a physical education (PE) coach and a music teacher part time. The school choir is extremely active and has performed at various prestigious venues across London and at the Nelson Mandela tribute concert. Pupils are taught Italian as a modern foreign language (MFL) by a tutor from the Italian consulate. There is a breakfast and after-school club on site. The school is part of the national school breakfast programme delivered by Magic Breakfast, which ensures all pupils receive breakfast before school, with bagels and cereal on offer daily.

2.1 Leadership at all levels - What went well

- Leaders have fully addressed the EBI's from the previous review. All spaces within school are used to support learning. The library was improved from money donated by local business. This also provides a work room for teachers and space for therapists. The renovated mobile classroom provides a designated music room and a kitchen for the breakfast and after-school club. An increased number of extra-curricular activities support learning during the day, such as science club and street dance.
- Middle leadership in core subjects has been developed through continuing professional development (CPD), which has had a positive impact on pupils' outcomes. Middle leaders support teachers through peer observations and lead staff inset.
- TAs receive bespoke CPD to support their work. They have dedicated meeting times and time during assembly to share teachers' planning, which contributes to their strong impact on pupils' learning.
- The marking policy has been reviewed. Developmental marking leads to

improvement and progress, particularly in mathematics and English.

- Outcomes have improved as a result of the relentless focus on high standards, thorough monitoring and high expectations. All pupils are exceptionally well supported. The senior leadership team (SLT) works as a united team, determined that everyone will achieve their best.
- The curriculum is adapted in response to local events and the needs of the community so that pupils are supported well and have the best possible opportunities to succeed.
- CPD is driven by a clear vision that 'quality first teaching' is paramount. Specific curriculum CPD from an external consultant has allowed teachers individualised time to review and develop their pedagogy of the thematic curriculum. Teachers develop skills in PE, music and MFL by observing specialist teachers. Training for TAs in phonics and how to support pupils with autistic spectrum disorder has promoted high quality delivery.
- The school improvement plan identifies precise improvement areas from focused data analysis. Mathematics and English leaders have a clear strategic focus on developing teaching and outcomes. Other subject leaders are developing in their roles and are enthusiastic advocates of their subjects.
- Leaders are passionate about pupils becoming well-rounded life-long learners with a strong set of values. Pupils are active citizens. A key focus of assemblies is British values and the 6Rs 'route to resilience'.
- The junior leadership team is empowered by the leading roles they take on. They are excellent role models, keen to influence their curriculum area from a pupil perspective through their meetings with subject leaders. They also support pupils with concerns expressed through 'worry boxes' and help resolve playground issues.
- Various extra-curricular opportunities, such as multi skills, dance and art club support pupils' personal development. Pupils are passionate about the excellent school choir, which performs at various community events.
- Catholic values and mutual respect for everyone permeate the school. Spiritual, moral, social and cultural values (SMSC) are prioritised and extended through the Catholic ethos. Clear SMSC guidance helps teachers plan regular opportunities in all subjects.
- Attendance is closely monitored. Current attendance is 96.1%. The head teacher checks data monthly and letters are sent to pupils whose attendance falls to 91%. From 2018, attendance figures were added to pupils' reports, which had a significant impact. Leaders award 'magic breakfast' ambassador badges to pupils with lower attendance, which encourages them to arrive early to help out.

2.2 Leadership at all levels - Even better if...

... skills and abilities of subject leaders were developed to strengthen the monitoring of curriculum implementation in foundation subjects.

3.1 Quality of provision and outcomes - What went well

- The thematic curriculum is well organised. Knowledge and skills progression, vocabulary and key questions are clear in the planning to ensure that pupils achieve well. Cross-curricular tasks help pupils understand connections in learning. Pupils are enthusiastic about trips and science weeks, which deepen their understanding. The curriculum helps pupils understand local history through a range of rich experiences, such as visits to landmarks and theatres. Pupils achieve well across a wide range of subjects, for example through specialist music and MFL teaching, which ensures the development of high quality skills and knowledge.
- Reading is high priority, which results in high outcomes. Pupils enjoy reading and are keen to discuss their books and the class text. Guided reading sessions develop the reading domains and consolidate key skills. Pupils apply phonics well because of well-organised teaching. In Reception, bespoke group teaching means children 'keep up rather than catch up'. Pupils understand the benefits of reading. A Year 3 pupil commented, 'Reading is a way to acquire new vocabulary.'
- Teachers' subject knowledge is secure and supports pace in lessons. Teachers' engaging presence and enthusiastic teaching excite learners. Teachers' high expectations develop ambitious learners who are keen to persevere.
- Pupils are the school's advocates. Pupils learn respect as a result of exemplary modelling by all staff. Pupils are confident to learn from their mistakes.
- Attitudes to learning are superb. Pupils are focused, articulate and confident. Classrooms 'buzz' with an enthusiasm for learning. For example, Year 4 pupils were excited by the challenge of identifying and creating numbers using Mayan symbols.
- Teachers know individual pupils well. Teachers adapt learning during lessons and daily planning through various assessment strategies. Teachers use the target tracker assessment system well to support planning.
- Pupils' arithmetic skills are strong and are applied proficiently to a range of calculations. Pupils explain these well, which promotes high outcomes.
- In Reception, there are excellent progress and outcomes. These are due to high expectations and excellent focused teaching. Assessment is rigorous. Staff work together very well to enhance children's experiences. Children's independence is fostered through a rich learning environment and a wide range of activities. Language development is given a high profile. For example, children's knowledge was enhanced through opportunities for writing from the story of Rama and Sita. Children make rapid progress in phonics because of teachers' accurate articulation of sounds and words. The vibrant outdoor classroom supports children's development.

- TAs are deployed in ways that bring about the best learning for pupils. They reinforce learning well in class and through intervention and one-to-one support because of regular CPD and strong modelling by teachers.
- Children enter school with skills and abilities below those expected for their age. The proportion of children who achieve a good level of development has been well above the national average for three years. Phonics scores are in line with the national average. Key Stage 1 outcomes have continued to rise and are in line with or above the national average at the expected standard and greater depth. This success continues into Key Stage 2. Results in 2019 were exceptional with all pupils reaching the expected standard in reading, grammar punctuation and spelling and mathematics. Greater depth outcomes were well above the national average in reading and mathematics but lower in writing. Combined reading, writing and mathematics outcomes were exceptionally high in 2019 and have been well above the national average for the last two years. Progress in reading and mathematics are equally strong and well above average.

3.2 Quality of provision and outcomes - Even better if...

- ...best practice in school were shared to support induction of new staff and ensure consistently high-quality teaching.
- ...teachers planned activities that challenged more able pupils in foundation subjects.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- The special educational needs coordinator (Senco) is passionate and provides clear strategic leadership. She has detailed knowledge of all pupils from thorough monitoring and tracking. This informs well-targeted bespoke pre teaching and interventions, which secure accelerated progress.
- Disadvantaged pupils are a key focus of all pupil progress meetings. Outcomes for disadvantaged pupils are very strong and above average for other pupils nationally. Pupils with SEND and EAL achieve equally well.
- TAs support pupils with additional needs well, helping close gaps in knowledge and skills through practical activities and modelling. TAs support progress in Education, Health and Care Plan targets. Pupils enjoy reading and become more fluent as they are supported individually.
- Pupils with EAL make strong progress because of excellent support. They are integrated quickly. They are carefully assessed for language and mathematics skills following time with their peers. They access mathematics at their ability level and support programs such as 'Little Bridge' help language acquisition. Phonics is taught discretely and supplemented with pictures to aid non-verbal communication.

- Pupils with additional and social and emotional needs receive a range of interventions such as speech and language, counselling and social stories. Lego therapy and soft play help regulate pupils' emotions. There are clear systems for de-escalation for those pupils with challenging behaviour.
- Staff know who disadvantaged pupils are in their classes, so they ensure their needs are met. These pupils are clearly identified on planning for adult support and intervention.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

... additional opportunities and support were planned for more able disadvantaged pupils.

5. Area of Excellence

None presented for this review.

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

The school works well with the Challenge Partners' hub. The school accesses support in moderation and subject leadership for English and mathematics where good practice is shared at meetings and 'market place' events. The local hub has recently begun a middle leadership program, which the school will access to support the EBI's from this review.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.