

**REVIEW REPORT FOR
ST Saviour's Catholic
Primary School**

Name of School:	St Saviour's Roman Catholic Primary School
Head teacher/Principal:	Mr. Dean Houson
Hub:	Lewisham
School type:	Voluntary Aided Primary School
MAT (if applicable):	

Estimate at this QA Review:	Good
Date of this Review:	20-22 nd November 2017
Estimate at last QA Review	N/A First Review
Date of last QA Review	N/A
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	08/03/2016

Quality Assurance Review

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

School Improvement Strategies	Outstanding
Outcomes for Pupils	Outstanding
Quality of Teaching, Learning and Assessment	Good
Area of Excellence	Not submitted
Previously accredited valid Areas of Excellence	
Overall Estimate	Good

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

1. Information about the school

- St Saviour's is a voluntary aided primary school situated in the Lewisham Deanery of the Archdiocese of Southwark. It is maintained by the London Borough of Lewisham.
- St Saviour's is a one form entry school which takes pupils from 3 -11years.The number of pupils currently on roll is 211.
- The attainment on entering the school is only slightly below the national average. The proportion of disadvantaged pupils at 26.4%is close to the national average.
- 15/6% of pupils receive extra support for special educational needs and/or disabilities. Significantly 91.6% of pupils come from minority ethnic groups with the majority coming from a Black or Black African heritage.
- The proportion of pupils from homes where English is an additional language (EAL) is twice the national average. The local area has a high level of deprivation.

2.1 School Improvement Strategies - Follow up from previous review

- This is the school's first Challenge Partners review.

2.2 School Improvement Strategies - What went well

- Over time, the headteacher has very skilfully created a cohesive staff team who share the same passion and commitment to ensuring that every pupil reaches their full potential. He has done this by establishing a new senior leadership team, ensuring the staff he has recruited are the 'right' people, recognising and utilising the skills and expertise of his team, providing them with opportunities to take on new roles and responsibilities and by being very open, honest and supportive.
- High quality continuing professional development (CPD) related to phonics and guided reading has had a significant impact on the progress that pupils have made both in Key Stage 1 and Key Stage 2. All teachers are benefitting from 1:1 coaching and support from consultants that is helping them to challenge, motivate and engage the pupils across all curricular areas.
- The huge investment in resources to support guided reading has had a significant impact, not only on Year 6 and Year 2 outcomes, but also on the ability of all staff to effectively target all groups of learners.
- The use of specialist teachers in music, sport and languages, partly funded by additional grants, has been used effectively to enrich the curriculum offer.
- The senior leaders know their school very well and have prioritised Key Stage 1 as an area of focus over this academic year. As the cohort of children entering the school have become more complex, targeted support is being provided to ensure that any specific individual needs are quickly identified and addressed. As

a result of the increase of EAL learners, staff working within the key stage have been trained to run speech groups and so there has been a concerted effort in providing a very language-rich learning environment.

- Rigorous monitoring systems to check the quality of teaching, learning and assessment practice ensure that both staff and pupils are aware of the high expectations and are supported to do their very best.
- The school is becoming more 'outward facing' and the headteacher and his team are working proactively to raise the profile of the school in the local and wider community. This includes collaborative moderation meetings focused on writing, coffee mornings and workshops for parents to support with curriculum areas such as ICT, safety and resilience.
- The school benefits from being part of a Catholic collaborative, a geographical collaborative of four schools and a one form entry collaborative, as they are able to share training and resources to jointly procure purchases and to share their knowledge and expertise.
- More recently, the school has become part of the Challenge Partner Lewisham Hub and has already found the meetings and CPD opportunities to be instrumental in helping to drive change forward.

2.3 School Improvement Strategies - Even better if...

...some spaces in the school were better utilised to provide learning opportunities for the pupils.

...the school was able to provide a greater range of extra-curricular activities that would extend the opportunities to support the learning that take place during the school day.

...the role of middle leaders was further developed across the school to help build capacity and sustainability to further improve standards.

3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

- This is the school's first Challenge Partners review.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Positive relationships and enthusiastic teaching promote a love of learning which is reflected in the quality of pupils' work in all subject areas. Quality first teaching and well prepared resources support and develop independent learning. The pupils enjoy working collaboratively and learning from each other.

- The school ethos 'pray together, learn together, stronger together in Jesus,' is central to the pupils' academic and personal achievement. It brings cohesion to both the learning and spiritual journey the children undertake during their time at St Saviour's and clearly permeates throughout the school.
- During classroom observations and learning walks, pupils were seen to be engaged through active learning, which aids progress. Teachers have consistently high expectations of pupils across the school in terms of outcomes and behaviours. Behaviour management and behaviour for learning are strengths of the school and the pupils know what is expected of them. This, in turn, provides them with a safe environment in which to learn.
- Opportunities for self-evaluation enable pupils to take ownership of their learning. Probing and deeper questioning maximises assessment for learning opportunities and gives the pupils a deeper understanding of the subject content.
- Pupils enjoy learning and, during a School Council meeting, they talked positively about how the teachers made the lessons fun and the broad range of subjects that were taught.
- Classrooms are very language-rich which supports all learners, especially those with special educational needs or English as an additional language. Effective organisation of classroom routines gives pupils the security to work independently.
- Teachers display strong subject knowledge which enables the pupils to grasp key skills and concepts quickly. In the best lessons, there is a brisk pace, where timed targets are used effectively to focus pupils and move learning forward, providing clear expectations of what is required for them to meet their objectives.
- The lessons are structured well with the goal of helping all pupils to achieve and succeed. This is done through the use of tactile resources, interactive white boards, flipcharts, mini white boards and teacher modelling of both mathematics and English. The style of teaching and tailored resources, created by the teachers, are key strengths in developing the pupils as independent learners.

3.3 Quality of Teaching, Learning and Assessment – Even better if...

...clear and consistent guidance was given to teaching assistants on how to maximise learning opportunities for pupils in order to help them achieve and feel successful in their lessons.

...developmental marking was more consistent across the school and in all books in accordance with the marking policy.

...'what works well' in pockets across the school was shared as part of the professional development cycle and is celebrated by all staff.

4. Outcomes for Pupils

- Attainment and progress have continued to rise in 2016 / 2017 with the proportion of pupils matching or exceeding age-related expectations being well above national and local benchmarks by the end of Key Stage 2. The school has rigorous and well-established monitoring procedures for tracking pupil progress and, as a result, the high outcomes look set to continue.
- All staff use commercial assessment and tracking systems to assist and analyse school performance effectively. This information is shared with pupils and parents and ensures that pupils are on track and maintain their focus. School analysis has identified that there are no common threads within the school; in some classes disadvantaged pupils out-perform other groups, boys are above girls or Black African pupils are above other groups, but this is not the case across the school.
- The combined reading, writing and mathematics results for the expected standard rose from 59% to 78% last year. The maths result at 93% placed the school in the top 10% nationally, and the reading score saw a 20% rise from the previous year (now 89%).
- In Key Stage 1 the data does not reflect the very positive whole-school picture. This is because of small cohort size and the negative effect of in-year admissions, special educational needs and a high number of children with English as an additional language (EAL).
- The priority for the school this year is Key Stage 1 and the current Year 2 cohort are on track to reach the national standard. The number of pupils reaching the higher standard in Key Stage 1 is low compared to national data because of the high number of EAL pupils and the relatively low starting points. The school, however, is able to demonstrate strong progress over time.
- Since the headteacher started at the school in 2013, the Year 1 phonics pass rate has seen a dramatic improvement from 52% to 83% in 2017. A similar rise has occurred in early years, where the number of children who reach a good level of development (GLD) at the end of Reception has improved from 48% in 2013 to 80% in 2017. Predictions for both phonics and GLD in 2018 are on track to meet or exceed last year's results.
- Across the school, disadvantaged pupils generally outperform other pupils and are well above national figures. This is due to the investment in CPD and quality first teaching, along with targeted support by additional adults. Targeted pre-teaching in Upper Key Stage 2 has successfully narrowed the ability gap in classes and allowed for a higher pitch in lessons which, in turn, has provided more challenge for high attaining pupils.
- Moderation by the Local Authority in 2016 validated the school's judgements for writing. Last year, the early release of writing exemplification materials aided the process of writing moderation and allowed the school to make clear judgements.
- Every half term, all pupils record one piece of assessed writing which stays with them through the school. In 2018, a 'best fit' instead of a 'perfect fit' model should give the school the opportunity to make fairer judgements for pupils with issues relating to either spelling or handwriting.

5. Area of Excellence

The school did not submit an Area of Excellence.

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

The support the school has received from their hub this term has been extremely beneficial.

Being able to see other schools' monitoring systems would be helpful and sharing information about the effective use of teaching assistants.

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.