

Christ the Saviour Church of England Primary School

The Grove, London, W5 5DX

Inspection dates 19–20 September 2012

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding 1
Achievement of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Teaching is outstanding and brings the best out of each pupil. It is typified by teachers' high expectations, demanding activities and adept questioning.
- Pupils make rapid progress in English and mathematics and, as a result, attainment is well above national averages across the school. The teaching of subject-specific skills in some other subjects is variable, which results in good, rather than outstanding, progress in those areas.
- Pupils from different groups, including disabled pupils, those with special educational needs and pupils with additional funding, make better than expected progress.
- Pupils' behaviour and respect for each other are outstanding. Pupils have very positive attitudes towards school and enjoy learning. Consequently, their attendance is high.
- Leaders and managers, including governors, act as effective role models and this contributes to a highly cohesive school where staff performance is well supported and developed.
- Inspirational leadership from the executive headteacher, who is ably supported by the senior leaders and managers and the governing body, ensures that the drive for improvement is continuous.
- There is a culture of high aspiration and success for all. A rich and stimulating learning experience with an innovative range of topics and themes helps to motivate and inspire the pupils and contributes strongly to their spiritual, moral, social and cultural development.
- Parents are unanimous in their support for the school and speak warmly about the headteacher and the staff.

Information about this inspection

- Inspectors observed teaching in each class. They visited 34 lessons or part lessons and observed 24 teachers.
- Joint observations were conducted with senior leaders, including joint learning walks which involved brief visits to lessons. In addition, inspectors conducted a joint work scrutiny with a senior leader to examine the work in pupils' books.
- Inspectors scrutinised a range of documents, including the school's self-evaluation and school improvement plan.
- Inspectors listened to pupils read, met with different groups of pupils, interviewed a sample of staff, and spoke to groups of parents.
- The views of parents were sought at the start and end of the school day, and some provided a written submission. There were 189 responses to Parent View.

Inspection team

Brian Netto, Lead inspector	Additional inspector
Maura Doherty	Additional inspector
Victoria Turner	Additional inspector
Richard Sutton	Additional inspector

Full report

Information about this school

- Christ the Saviour Church of England Primary School was opened in September 2011, following the amalgamation of St Saviour's Infants School and Christ Church Junior School.
- It is larger than the average-sized primary school. In September 2012, the school expanded to include another Reception class.
- The majority of pupils are from minority ethnic backgrounds. Few speak English as an additional language.
- A below average proportion of pupils are eligible for the pupil premium which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils supported through school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school exceeds the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is currently undergoing building works as it expands further, and is located on two sites.

What does the school need to do to improve further?

- Develop and train staff in the teaching of subject-specific skills for the foundation subjects so that pupils' progress in all of these subjects compares favourably with the progress made in English and mathematics.

Inspection judgements

The achievement of pupils is outstanding

- Children in the Early Years Foundation Stage make good progress. Teachers and other adults plan effectively together to ensure that from their starting points, which are typical for their age, children quickly develop independence in their learning. By the time they reach Year 1, they have achieved an above average level of skills, due to the opportunities provided by a rich and stimulating learning environment and skilful teaching.
- Attainment in reading, writing and mathematics is well above average across the rest of the school. Pupils make outstanding progress.
- Reading is taught effectively and pupils make confident use of their phonic skills, where they decode words from the letters and sounds. Pupils have diverse reading interests and many take every opportunity to read. They speak enthusiastically about their favourite authors and what stimulates them most. As a result, attainment in reading at Year 2 and Year 6 is well above national averages.
- Pupils at risk of not performing well receive excellent support. The school makes every effort to ensure equality of opportunity for all pupils. All staff are encouraged to use strategies which include all pupils in lessons and there is outstanding leadership to support this process. As a result, all groups of pupils make outstanding progress, including those eligible for the pupil premium, disabled pupils and those with special educational needs.
- Pupils benefit from learning which results from joint planning by teachers and other adults. This means that pupils experience high and consistent expectations in all lessons. Year 6 pupils made rapid progress in a mathematics lesson where they were calculating the area of triangles, composite shapes and a trapezium. The challenge and pace in the lesson helped to motivate the pupils to achieve high levels.
- Pupils apply their skills in reading, writing and mathematics in other subjects. However, the teaching of subject-specific skills in the foundation subjects is more variable. As a consequence, progress in these subjects is good rather than outstanding.
- 'What I think has changed is that we have many more trips where we are free to enjoy our education.' This view from one pupil reflects the rich choice of subjects and topics which help to engage their attention. The topics offer many different sorts of learning experience, including visits and residential trips, practical activities and problem solving. As a result, they make an excellent contribution to pupils' spiritual, moral, social and cultural development.

The quality of teaching is outstanding

- Leaders have quickly ensured that teaching is consistently good, with much that is outstanding across the school. Teaching is typically brisk; pupils are set challenges which engage them, and staff have high expectations of their behaviour.
- Children in the Early Years Foundation Stage are encouraged to work independently and quickly learn to work with a great deal of concentration and application. There is a good balance between adult-led and child-initiated activity, and close questioning and scaffolding help to extend the learning. Writing and calculating skills are particularly well developed and provide an excellent basis for their next steps in learning.
- The teaching of reading is outstanding. Pupils are guided in their reading to develop a deeper understanding of different texts and they use a wide range of strategies to help them appreciate different styles of writing.
- The skills of communication, language and literacy are exceptionally well taught, giving children in Reception and pupils in Key Stage 1 an excellent start. For example, pupils in Year 1 successfully tackled some tricky words and made confident use of letters and sounds, helped by adept questioning by the teacher and careful checking of their progress. The teaching of subject skills in some of the foundation subjects is more variable.
- Other adults provide effective support in class and with small groups outside of class. Pupils

who are supported by the pupil premium are taught extremely well, as the activities and resources are expertly designed at the right level and challenge their thinking.

- Similarly, the teaching of disabled pupils and those who have special educational needs is strong because support is provided at the right level. Teachers make excellent use of assessment information and of information and communication technology (ICT) to support their learning.
- Subject knowledge, especially in English and mathematics, is very strong. Teaching is enhanced by effective use of an excellent range of resources, including new computers and tablets, interactive whiteboards, and other ICT equipment which provides variety in the ways pupils learn.
- Pupils in Year 5 were inspired by watching a video in science on gases, and effective questioning by the teacher ensured that they deepened their learning and developed a sense of curiosity and wonder.
- Year 3 pupils were able to demonstrate secure calculation methods in a lesson on taking away tricky fractions as a result of an excellent practical presentation by the teacher. High expectations ensured their full engagement in the learning.
- Marking in English and mathematics is thorough and effective and provides pupils with detailed guidance on what they need to do to improve. The assessment of pupils' skills in other subjects is less well developed.

The behaviour and safety of pupils are outstanding

- 'I like Christ the Saviour because it has become a friendly place and everyone cares for each other.' This comment from one pupil illustrates well that this is an inclusive school where no one is left behind.
- Pupils very quickly develop excellent learning habits, so that no time is wasted in lessons. They willingly engage with tasks and respond very positively to adults. Even children in the Early Years Foundation Stage show great concentration and focus over extended periods.
- Pupils show sensitive and caring attitudes towards each other. They acknowledge differences but ensure that any inappropriate language is challenged. Incidents of bullying are rare, but those that occur are dealt with firmly by the school.
- Pupils show a considerable degree of understanding about bullying. For example, in a Year 6 lesson, they demonstrated an excellent awareness of internet safety, and how to deal with cyber bullying.
- The school's behaviour management approaches are consistent and demand high standards of conduct. These establish a strong climate for learning and pupils show a great deal of pride in their school's achievements.
- During playtimes and at lunch, pupils participate in a range of activities designed to encourage active play, cooperation and team skills. They show consideration and respect for each other at these times.
- The school's strategies to engage families through the SAFE project (Supportive Action for Families in Ealing) ensure that families whose circumstances make them vulnerable receive expert specialist support and counselling. This also helps to ensure all pupils are well supported.
- Attendance is high. Regular use of the school's website ensures that the school is kept well informed about the reasons for absence and can follow this up quickly.

The leadership and management are outstanding

- 'He is a head that gets things done.' 'The headteacher is a breath of fresh air.' 'In just one year Mr Prentice has ensured that the pride and passion have returned to our school.' These views reflect the unreservedly positive views from parents that the inspirational executive headteacher has helped transform the school.
- Staff similarly reflect this view. 'The school has undergone and is still going through

dramatic changes. I feel that the improvement that has occurred is down to strong leadership and tremendous team spirit. 'The headteacher has provided us with inspirational leadership. There is a buzz of excitement amongst pupils, teachers and parents.'

- The school's rapid improvement since it opened is primarily due to the outstanding leadership of the inspirational executive headteacher and his senior leadership team. As a result, Christ the Saviour Primary School is a highly cohesive community.
 - Leadership roles have evolved since the school opened. Every effort has been made to share responsibilities and encourage collaboration and team work. Subject leaders play an important role in monitoring the quality of teaching and assessment in their subjects. This ensures that teaching is consistent.
 - Effective systems are in place to ensure that there are high expectations of teachers, who are held to account for the progress of the pupils in their classes. Responses to the staff survey were unanimously positive about the support given to them in reaching, and often exceeding, their targets. Teachers have embraced the new Teachers' Standards and display strong professional standards in their work.
 - The curriculum is innovative in its design. The breadth of experiences it offers to the pupils is further enhanced by planned activities which provide regular memorable events, including visits, residential stays, school performances and opportunities for prayer and worship. Skills in English, mathematics and ICT are well developed, although the skills in other foundation subjects such as history or languages are less well developed. The curriculum makes an exceptional contribution to the pupils' spiritual, moral, social and cultural development.
 - Parents are overwhelmingly positive about the changes introduced by the executive headteacher since the school opened. Inspectors received one complaint from a parent, but this was to do with the short notice given to parents to respond to the on-line survey.
 - The school meets statutory requirements with regard to safeguarding.
 - The local authority provides effective support and training, for example for newly qualified teachers. The Diocesan Board for Schools, along with the governing body, has been instrumental in the setting up of the new school and its strategic direction. It was heavily involved in the recruitment of the executive headteacher. The local authority and the diocese were key partners in the school review undertaken in March 2012, which helped the school's self-evaluation to be robust and based on externally validated monitoring information.

 - **The governance of the school:**
 - is highly effective, as members of the governing body have been instrumental in bringing the two former schools together, working collaboratively and in conjunction with external advisers, and in appointing the right leaders to take this school forward
 - provides the right balance of support and challenge, for example through members' regular monitoring visits, and their close partnerships with parents within the local church and the community.
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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

Unique reference number	136445
Local authority	Ealing
Inspection number	400277
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Number of pupils on the school roll	710
Appropriate authority	The governing body
Chair	Father Andrew Davis
Headteacher	Raymond Prentice
Date of previous school inspection	None
Telephone number	020 85676252
Fax number	020 88400127
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