

Tribal
1-4 Portland Square
Bristol
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5307
Direct F 0117 315 0430
Direct email: emma.thomson@tribalgroup.com



17 December 2012

Mrs Fanoula Smith
St Saviour's Church of England Primary School
Chrip Street
Poplar
London
E14 6BB

Dear Mrs Smith

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to St Saviour's Church of England Primary School

Following my visit to your school on 17 December 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in September 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the headteacher, other senior leaders, teachers, the Governing Body and representatives of the local authority and the local diocese. Informal discussions were held with pupils. The HMI was given a tour of the school to look at teaching and learning and the changes made to classrooms since the last inspection. The school development plan and self-evaluation were evaluated. Performance management action plans and records of lesson observations were also evaluated.

Main findings

The relatively new headteacher has quickly implemented measures which are rapidly raising attainment throughout the school. There are early indications from the school's data that pupils in all year groups are making faster progress in their learning when compared to last year. Performance management procedures are

setting challenging targets for teachers and have given all staff including leaders a clear sense of responsibility and accountability. The quality of teaching is already showing improvement and the accurate professional development targets for staff are contributing well to this. Strong support by the local authority to improve teaching in literacy including phonics (letters and sounds) has been well received by teachers and has led to better pupils' achievement in this subject. Good support has been given to strengthen leadership in the Early Years' Foundation stage where children's progress is improving. Classrooms displays are mostly well-designed with appropriate literacy working walls and themed displays based on pupils' topic work. They are enjoying the new curriculum especially the topic work which is enabling them to develop their extended writing skills. Senior leaders are supported well to improve their contribution to school improvement. They are clear of their roles but some require further support to build their leadership skills. Governors have received appropriate and effective training that has included understanding pupil performance data. This training has improved their knowledge of the school's performance. They are starting to ask the right questions of how well leaders are achieving the targets set in the development plan. The restructured governing body has meant that the new committees are more able to monitor the school's activities more closely.

The revised school development plan and self-evaluation document encompasses the areas for improvement well from the last inspection. The self-evaluation is in parts descriptive and does not always capture how well school leaders have assessed the success of their work. The school development plan with its detailed actions is a very strong vehicle for driving improvements in all areas of the school's work. However some dates on the plan are not specific hindering close monitoring taking place. For example a few deadlines state 'end of term' deadlines instead of specific dates.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- Sharpen deadlines in the school development plan to ensure that there are specific times for reviewing the effectiveness of all actions taken.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

The local authority is providing strong support for teachers and the appropriate challenge for leaders. The improvement in literacy especially in phonics is improving pupils' performance. The focused work with the Early Year's Foundation Stage co-ordinator is having a good impact on improving the provision. The work of representatives from the diocese is supporting and strengthening the governing

body well by providing members with effective training in data analysis, and developing their strategic vision for the school.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Tower Hamlets.

Yours sincerely

Samantha Morgan-Price
Her Majesty's Inspector