

Inspection of a school judged outstanding for overall effectiveness before September 2024: St Saviour's Church of England Primary School

Chrisp Street, Poplar, London E14 6BB

Inspection dates:

1 and 2 July 2025

Outcome

St Saviour's Church of England Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

St Saviour's Church of England Primary is an inspirational and highly inclusive school. The school warmly welcomes all pupils. The school's values are embedded in all aspects of its work. They inspire pupils to care for and respect each other. Pupils enjoy attending school and readily rise to the school's high expectations for their conduct. They speak about how 'St Saviour's is like my second home'.

The school has a dedicated and committed staff team that ensures that the quality of education pupils receive is effective. Pupils thrive in their learning, behave exceptionally, and achieve well. Children in the early years get off to a flying start, with a curriculum that supports their learning and development very well.

The school provides a well-structured, wider curriculum. This includes many opportunities in art and sport as well as other extra-curricular experiences such as visits to several museums. These enable pupils to become well-rounded individuals. Pupils are proud representatives of the school. They are confident, articulate and reflective individuals who work in team situations very well. Pupils seize opportunities to be leaders in their school community, such as becoming school councillors, anti-bullying ambassadors and 'eco-warriors'. Pupils also benefit from a range of visitors representing the wider community.

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

The school has developed a curriculum that is ambitious and well structured. This starts from the Nursery, where children learn through themes and activities that develop their communication and language skills well. The school gives high priority to early English

and mathematics. In Reception, for example, children learn to blend sounds together to read words. They use their phonics knowledge to record their ideas in writing. By Year 1, the curriculum helps pupils' writing develop in accuracy. Pupils construct sentences effectively and with growing confidence. Reading continues to be prioritised across the school. Pupils enjoy reading carefully chosen texts and the many opportunities to read for pleasure. Pupils who fall behind in their reading are spotted quickly. They benefit from precisely targeted sessions that help increase their confidence and fluency in reading.

Teachers have expert subject knowledge and know what pupils should learn. They choose activities which allow pupils to gain secure knowledge and skills as they progress through the curriculum. Pupils recall what they have been taught with precision. In mathematics, Year 1 pupils build a growing understanding of key mathematical ideas such as how to measure accurately. Their knowledge of mathematics builds well. By Year 6, pupils attempt more challenging mathematical concepts with assurance.

The school places a strong emphasis on enhancing the curriculum. For example, pupils in Years 2 and 3 unite to sing a hymn with a clear voice and accuracy. The school prioritises physical education. For instance, pupils achieve highly in swimming across key stage 2. They have a great knowledge and understanding of water safety and develop proficiency in swimming strokes.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) with accuracy and precision. Typically, teaching staff modify resources and teaching methods so pupils can learn and get the right support. In some instances, however, adaptations to teaching are not informed well enough by the school's agreed approaches or information about pupils' needs. When this is the case, it means that some pupils with SEND are not supported as well in their learning as they could be.

The school has created a strong culture for positive learning and conduct. Pupils demonstrate exceptional levels of concentration on their work. Disruption to learning is never tolerated, which leads to minimal low-level disruption. Pupils typically enjoy coming to school. While attendance is steadily improving, for some pupils, the school's work is not focused well enough to bring about the necessary improvements. For these pupils, levels of absence remain high.

The personal, social, health and education programme is skilfully structured. The school helps pupils reflect on their feelings and experiences, for example through incorporating learning about mindfulness and philosophy. Pupils feel safe and learn about different types of safety. For instance, they are aware of road and online safety and understand the dangers of alcohol and drugs.

The school successfully maintains the achievements of its pupils while catering to their diverse needs. Leaders are highly ambitious and analytical in their approaches to securing pupils' achievements. Their decision-making is consistently based on providing high-quality learning experiences for all pupils.

The school has made adjustments to teachers' workloads, including, for example, revising

the assessment processes. The governing body provides forensic support and challenge, ensuring that the needs of the local community are served effectively, with decisions made in the best interests of all pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's new approaches to support the learning of pupils with SEND are not fully embedded in practice. This results in some teaching not sufficiently adjusted to support these pupils to learn as well as they could. The school should ensure that its expectations for supporting pupils with SEND are consistently applied to support them to know and understand more.
- The school's attendance strategies are not reaching some pupils as well as others. Pupils for whom these strategies are not working continue to be absent from school and miss out on their learning as a result. The school should continue to refine and implement its strategies and approaches to ensure pupils attend school regularly.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding for overall effectiveness in May 2019.

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 information from Ofsted Parent View 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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100961
Local authority	Tower Hamlets
Inspection number	10345703
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair of governing body	Chris Coyle
Headteacher	Fanoula Smith (Executive Headteacher) Tomas Hall (Head of School)
Website	www.stsavioursschool.org.uk
Dates of previous inspection	8 and 9 May 2019, under section 5 of the Education Act 2005

Information about this school

- This is a Church of England school, in the Diocese of London. The most recent section 48 inspection of schools with a designated religious character took place in June 2023. The next section 48 inspection is likely to be in 2028.
- The school joined a federation with St Paul with St Luke Church of England Primary School in Tower Hamlets in September 2024.
- The executive headteacher and the executive head of school work across both schools.
- The school runs a breakfast club and after-school club on its premises.
- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has

taken that into account in their evaluation of the school.

- The inspector spoke to members of the senior leadership team, including the executive headteacher, head of school, deputy and assistant headteachers. They held meetings with governors and a representative from the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector took account of responses to Ofsted's online survey, Ofsted Parent View, including free-text comments. The inspector also considered the responses of pupils and staff to Ofsted's online surveys.
- The inspector spoke with groups of pupils during lessons and social times.

Inspection team

Ray Lau, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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