

From:	Date:	To:

SECTION 48 INSPECTION REPORT

Canonical Inspection under Canon 806 on behalf of the
Archbishop of Southwark and Inspection of
Denominational Education under Section 48
of the Education Act 2005

URN 100733

St Saviour's Roman Catholic Primary School
10 Bonfield Road
Lewisham
SE13 6AL

Inspection date: 21 March 2017

Chair of Governors: Mrs Jo Chandler
Headteacher: Mr Dean Houson
Inspectors: Mr Mark Scully
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SECTION 48

Introduction

Description of 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 Lewisham Local Authority. The principal parish which the school serves is St Saviour's, Lewisham. Other local parishes include: Holy Cross, Catford; St Joseph's, Deptford; The Good Shepherd, Downham and Our Lady's, Blackheath. The proportion of pupils who are baptised Catholics is 96%. In line with guidance 10% of teaching time is allocated to Religious Education which fulfils the requirements of the Catholic Bishops of England and Wales.

This one form entry school takes pupils from 3 to 11 years. The number of pupils currently on roll is 211. The attainment of pupils on entering the school is only slightly below average. The proportion of pupils eligible for free school meals at 26.4% is close to the national average. 15.6% of pupils receive extra support for Special Educational Needs (SEN). 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 is twice the national average. The local area has a high level of deprivation.

Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

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St Saviour's is a good school with some outstanding features. The warm atmosphere and the quality of relationships between all members of the school community are a particular strength. Pupils and staff are friendly, helpful, polite and welcoming to visitors. High priority is given to pastoral care and personal development, offering pupils a welcoming, safe and secure learning environment.

The life and work of the school are based on the aims and values of the school's new mission statement – *'Pray Together, Learn Together, Stronger Together in Jesus.'* Under the leadership of the Headteacher, the focus has been on developing the full potential of every pupil, ensuring the Catholic faith permeates everything they do, while raising the profile of the school, both in the local and wider community.

Parents are supportive of the school and appreciative of the care and education their children receive. This is evident in the questionnaires received, stating strong agreement with the strength of what the school offers and how it helps pupils to progress.

In recent years, the school has successfully managed a period of transition with several established members of staff and governors moving on. The Headteacher, senior leadership and governors have worked hard in successfully appointing staff and governors committed to the school and its Catholic ethos.

The behaviour of pupils is outstanding. They are excellent ambassadors for the school. They are proud of their achievements and of belonging to St Saviour's school. Pupils feel valued and are aware that their views and opinions are listened to and acted upon. The care that pupils show for each other is excellent. Pupils from St Saviour's, in particular, the school's choir, often participate in events in the local community and across London.

Governors are very supportive and, together with the Headteacher and the subject leader, there is a strong and shared determination to continue to improve. The governing body is increasingly aware of the school's strengths and areas for development. Governors have begun to monitor the school as a faith community and make an important contribution to its Catholic life.

The inspectors can confirm that the school has addressed the areas for improvement identified in the previous Section 48 inspection carried out in October 2011.

The inspectors would like to thank the Headteacher, staff, governors, pupils and parents for their cooperation over the conduct of the inspection. The inspectors spent one day in school, observed lessons and attended an assembly, as well as carrying out discussions with school staff, pupils, parents, governors and local parish priests. Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons, examination of school and subject documents, and learning walks across the school.

What steps need to be taken to improve further?

Governors, Headteacher and staff should:

- Review the processes of self-review and moderation in order that all aspects of the Religious Education and the Catholic life of the school are included.

- Establish programmes of high-quality professional development which will build confidence in the delivery of Religious Education, thereby increasing challenge, especially for more-able pupils.
- Ensure that quality time is given to those responsible for the development of Religious Education in order to establish effective systems and structures.

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The extent to which pupils contribute to and benefit from the Catholic life of the school

Pupils take full advantage of the opportunities provided by the school for their personal and spiritual development. They are clearly very happy, confident and secure in their own stage of spiritual and emotional growth. Pupils are very proud of their Religious identity, valuing the Catholic tradition of their school and its strong links to the local parish community. Classes regularly attend Mass during the week in the adjacent parish church and are seen as an important element of parish life.

Pupils benefit greatly from the support they are given and are curious and eager to learn. Throughout the inspection, inspectors were impressed with the care and respect that pupils showed to each other as well as their surroundings. They show a good level of religious knowledge and literacy which is nurtured in lessons and collective acts of worship. Religious focal points in classrooms and, in particular, the displays in community areas, which are of a high standard, are well used.

Members of the School Council are aware that their voice is valued by senior leaders. They have been involved in improving the 'buddy' system, contributing to school improvement surveys and the recent review of the school's mission statement. Pupils are aware of the needs of others and are active in their support for charities, including CAFOD and the Southwark Crisis Fund.

Parents identified that their children enjoy school and that they feel that the school is an important part of the local Catholic community. Information for parents about the school's Catholic life is shared through newsletters, the school website, the Wednesday Word and links with the local parish. Some parents identified that they would like to have even greater involvement in the life of the school, and would welcome the establishment of a Parent Teacher Association.

How well pupils achieve and enjoy their learning in Religious Education

Pupils follow the 'Come and See' scheme of work and make good progress in relation to their starting points and capabilities. This is in line with other curriculum subjects. Outcomes for pupils with additional needs or SEN is good. The progress of more-able pupils is a priority in the school's development plan, especially in increasing the proportion achieving the highest level at the end of Key Stage 2. Standards in Religious Education are good; all groups of pupils make good progress and achieve well compared to other subjects. Pupils enjoy Religious Education and appreciate its importance in their own lives.

Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate levels for their age and stage of development in each key stage. Moderation of assessments now needs to be further extended to provide teachers with an accurate picture of higher levels of attainment. Currently, there is some collaboration with other local Catholic schools in developing moderation processes.

Pupils' achievements and attainment in Religious Education are good where teaching is confident and assured. In these lessons progress is considerably enhanced by pupils being challenged. Behaviour in lessons is outstanding with pupils eager to share their skills, knowledge and understanding of religious themes and issues. Inspectors observed, in most lessons, pupils' positively responded to opportunities for quiet prayer and reflection.

Opportunities for independent and creative learning, especially for the more-able needs to be developed further.

How well pupils respond to and participate in Collective Worship

Pupil's response to and participation in the school's Collective Worship is good. They show reverence and empathy during worship and in times of reflection and prayer. Inspectors observed pupils composing their own creative and sensitive prayers and reflections in lessons.

The school makes good use of the nearby parish church, not only for school and class Masses, but also to familiarise all pupils with the rituals and traditions of the Catholic faith. It is also used as a venue for school celebrations. The parish clergy actively support the school in helping pupils understand and participate in the sacraments. Pupils regularly read and serve at school and parish Masses.

Acts of worship engage the majority of pupils and inspire them to respond thoughtfully, respectfully and reverently. Most pupils are knowledgeable about and proficient in using scripture, music, silence and artefacts to support their prayers and reflection. The planned programme of acts of worship, liturgies and Masses is based on the Church's year and is age appropriate and contributes well to the pupils' learning and their spiritual development. Of particular note is the importance of music in school liturgies. St Saviour's musical tradition is a strength of this school. Major festivals of those with other faiths are acknowledged.

In an assembly attended on the theme of 'love your enemies' there were opportunities for pupils to pray together and hymns were sung with enthusiasm. Pupils behaviour during the assembly was good and it was evident that they would benefit from even further involvement in the planning and delivery of these important school events. Inspectors would also encourage all staff to be present and active participants during assemblies as this will reinforce the importance of strong role models in supporting the school community's faith journey.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils

The school's mission statement – *'Pray Together, Learn Together, Stronger together in Jesus'*, was developed through a school-wide consultation. Leaders, governors and managers are committed to ensuring that it is the cornerstone on which relationships and work ethic is based and they are working hard to ensure that it is fully understood and embraced by staff, pupils, parents and governors.

The Headteacher has been instrumental in developing the Catholic life of the school and has been determined that it takes priority. All aspects of school improvement are developed to reflect the school's Catholic ethos which is evidence in many of the policies and procedures, as the pupils' spiritual and moral development is a key priority.

The newly appointed Chair of Governors and Headteacher are both dedicated role models providing leadership and guidance at all levels and this is having an impact on improving outcomes for pupils. Since the last Inspection the school has experienced a transition period as a result of a significant change of staff. The Governing Body also has seen great change in recent years. They have a good understanding of the school and are confident that it will continue to improve under their leadership, maintaining and enhancing its Catholic character.

Governors are regular visitors to the school, through monitoring visits and attending liturgies and worship, and are well placed to ensure that the Catholic life of the school is central to its mission. Newly appointed governors are keen to ensure that they have the skills and understanding necessary to fulfil their role.

The school's self-review and development plans reflect a good understanding of the strengths and areas for development. At present, this process is led by the school leadership team. It is now time for the governors to be more involved in ensuring that the review cycle informing areas for improvement is coordinated to ensure the best possible outcomes for all pupils.

How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils

A new subject leader has recently been appointed. The Religious Education link governor, has established a positive working relationship with the school leadership with a view to ensure that Religious Education across the school is going to be closely monitored. Over time this will have an impact on pupil progress and attainment.

The school has an effective system for tracking attainment and progress and provides valuable data to identify trends, progress and attainment for individuals and groups. It also identifies any gaps in provision and enables the school to effectively benchmark with other schools. St Saviour's has established good links with other local schools across core subjects and there is now the opportunity to make use of support from other local Catholic schools in order to ensure that Religious Education work and assessments are effectively moderated.

The school has a system for monitoring the quality of teaching and learning across key subject which identifies strengths and areas for development. The inspectors identified that more regular opportunities for monitoring Religious Education lessons and worship should be established. These opportunities will further inform the school leaders and governors of the quality of provision and outcomes.

Professional development opportunities are provided and there is a commitment to ongoing professional development to enable all staff to gain secure subject knowledge and extend their skills in teaching Religious Education. This is essential in ensuring that all staff are confident in not only delivering the 'Come and See' scheme and also in fully supporting pupils' spiritual and moral development.

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The quality of teaching and how purposeful learning is in Religious Education

The quality of teaching and learning in Religious Education is mostly good with outstanding elements across all key stages. Pupils enjoy their Religious Education lessons and are keen to learn and participate in the range of activities provided. Behaviour in the lessons observed was excellent with pupils eager to contribute and exhibiting good skills when working in pairs and groups.

Where lessons are well planned and a purposeful pace is evident, pupils are fully engaged and there is evidence of independent learning and challenge for the more able pupils. In the most effective lessons seen, teachers took into account pupils' prior learning and ensured that teaching and tasks were differentiated so that pupils could consolidate, build on and extend their knowledge and understanding. These examples of good practice should now be disseminated across the school.

During the inspection a wide range of tasks and activities were observed including; art, drama, role play and bible work. The timing of the inspection coincided with the Lenten theme, and it was evident that pupils' had a good level of knowledge and understanding of the significance of the season. In an Early Years class, pupils were introduced to Christ's journey into Jerusalem in an imaginative, engaging and sensitive way.

Marking of pupils' work is most effective when it is consistently applied and provides valuable feedback to pupils. Work in pupils' books was generally of a good standard and well presented.

The extent to which the Religious Education curriculum promotes pupils' learning

Many of the teachers plan and deliver imaginative and well thought out lessons which engage and challenge pupils with a wide range of activities. Pupils respond well in lessons and clearly enjoy the opportunity to explore the various themes and issues, whether spiritual or moral. Some of the lessons, pupils would have benefited from a clearer understanding of the objectives and regular reviews of the success criteria. This would allow pupils to assess and evaluate their individual progress.

The study of Other Faiths is well established with pupils engaged with classroom activities and visits to local places of worship. This helps pupils to understand and celebrate diversity and to treat the beliefs and practices of others with respect and tolerance.

The impact of the curriculum in its wider sense is evident in the way the Catholic identity of the school is displayed throughout the whole school. Each classroom has a prayer area and Religious Education topic displays which include pupil work. These provide a focal point for prayer and reflection.

Staff and pupils work together to create a calm and spiritual school where each individual is valued. This is also evident in the relationships between staff and pupils where it is clear that pupils are well cared for and nurtured. Pupils also take great care of each other. This was evident not only in the classrooms but also around the school and especially on the playground where trained 'buddies' help to look after younger and more vulnerable pupils. The 'Friendship Bench' in the playground, designed by pupils, is an important focal point for love, care and support.

The quality of Collective Worship provided by the school

The quality of Collective Worship provided by the school is good and clearly reflects the Catholic character of the school. Collective Worship is important in meeting the spiritual needs of the pupils with opportunities provided to enable active participation together with the whole school community.

Pupils are enabled to pray formally and informally using a variety of prayer methods and styles. In many of the lessons observed, pupils were both comfortable and confident in creating and sharing their own prayers and reflections. Staff and governors start meetings with prayer, seeing this as essential to their work and mission as part of the school community.

Opportunities are provided for parents and carers to participate in a variety of celebrations. Parental feedback was almost unanimous in confirming that parents are welcome to attend liturgical and celebratory gatherings at the school.

The school's Religious Education Policy is thorough and detailed and, together with the Collective Worship Policy, reflects the importance of the Catholic faith in everything the school does. These are invaluable documents for all members of staff and governors. It is important, therefore, that they are used as a key vehicle in monitoring the provision and quality of all aspects of the Catholic life of the school. The inspectors would encourage governors and the school leadership team to ensure that all meetings contain more formal reference to the spiritual life of the school, both to celebrate and identify areas for development.

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