



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### SAVIO SALESIAN COLLEGE

#### BOOTLE

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Inspection Date: Tuesday 20 February 2018

Inspectors: Deacon Paul Mannings and Mrs Barbara Melia

Unique Reference Number: 104959

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School: Catholic, voluntary aided, mixed comprehensive

Age range of pupils: 11-16

Number on roll: 447

Chair of Governors: Mr. John Thornhill

Acting Headteacher: Mr. Tony Costello

School address: Netherton Way  
Bootle  
L20 2NA

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Date of last inspection: Wednesday 19 June 2013

# Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

## Information about this school

- Savio Salesian College is a Catholic 11-16, voluntary aided, mixed comprehensive.
- The school is under the trusteeship of the Salesians of St. John Bosco and situated in Archdiocese of Liverpool, within the Sefton Education Authority
- There are 447 pupils on roll of whom 341 (76%) are baptised Catholics, with 36 (8%) from other Christian denominations and 13 (3%) from other world faith or religious traditions. There are 56 pupils (13%) who express no religious affiliation.
- The school serves the associated parishes in the Pastoral Area, with admissions from other primary schools in the local area.
- The school has 32 teaching staff, 69% of whom are Catholic.
- The Religious Education Department has three members of whom 2 are full time and 1 is part time (having additional teaching roles and responsibilities).
- Two are qualified in Religious Education.
- The acting headteacher and chair of governors and have each been appointed since the last inspection.
- The acting subject leader, a former assistant in the department, was appointed in January 2018.

### Key for inspection grades

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

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## OVERALL EFFECTIVENESS

Savio Salesian College is good in its provision of Catholic Education. There are outstanding features.

## CATHOLIC LIFE

### **The extent to which the pupils contribute to and benefit from the Catholic Life of the school**

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- They value the mission of the school because they are encouraged to reflect on its content and to actively participate in its living.
- There are frequent occasions whereby they reflect on its aims and consider any renewal necessary. This includes their participation with mission events held at school.
- Pupils are confident because they know the school works for the maximisation of their full potential. They respect themselves and each other and congratulate achievement. They regard, "Living in the image and likeness of God," as a call by their school to live life to the full and to maximise personal potential. To this end they provide examples of how they are encouraged in class and beyond. They explain that mistakes are regarded as learning experiences from which to move on and to succeed. There are many examples of good and better behaviour.
- Pupils are enthusiastic in embracing the demands that membership of the community entails. They have a strong sense of community beyond the bounds of the campus. In their own words, "Our sense of community puts everything in place and helps (us) understand the Salesian ethos. This is why their participation in Faith in Action is strong. It is enriched by their participation in numerous social projects supporting the homeless, those seeking asylum and those terminally ill to name but several. The spirit of the Bosco Gang (a voluntary team dedicated to living the ethos) is in itself a statement of pupil involvement in many spheres of enriching their personal sense of worth and purpose through serving the needs of others.
- Pupils have the highest regard for school chaplaincy because they are encouraged to share in Peer Chaplaincy, serving by example and encouraging others to contribute. This particular aspect of chaplaincy is well supported by expertise from the wider community.
- Pupils regard the inclusivity of the school as their motivating factor in having a sense of belonging and pride. They understand how the pastoral system promotes spiritual and moral development. They regard school as a safe place because they are aware of procedures for personal protection and welfare.
- Relationships and Sex Education places an emphasis on mutual respect and love as essential to physical expression of commitment between two people. They know the responsibilities this demands in relation to the teachings of the Church.
- Consequently, there is a holistic education of pupils that permeates all aspects of school life.
- Pupils understand and deeply value their "Salesian Way" through international links and gatherings, national partnerships and active involvement in Archdiocesan life through such projects as *Flame*, *Embrace* and *Make Some Noise*.

### **The quality of provision for the Catholic Life of the school**

- The quality of provision for the Catholic Life of the school is outstanding.

- The staff is highly committed to school life, which is shown by their participation with pupils in projects to support the needs of others. It is in fact the generosity and participation of staff that encourages pupils in their efforts. There is annual continued professional training for staff in aspects of Salesian Ethos which includes occasions for retreats.
- There is a strong sense of community amongst staff. The school has significant constraints in terms of limited pupil numbers which in turn impacts upon fewer staff taking on increased workloads. However, their overall generosity and commitment to pupils is of the highest standard.
- The school environment reflects its mission through relevant symbols, highly creative displays and by the availability of the Chapel for public and private prayer.
- Staff work hard to promote right conduct and behaviour. They take time to speak with pupils, to celebrate what is worthy of praise and to admonish any detraction from best efforts. The staff too is quick to encourage pupils to forgive and to learn from experiences.
- The curriculum is broad and balanced. It expresses the distinctive nature of Catholic Education by its expressed relevance to pupils needs and how to apply their skills to life.
- The promotion of spiritual development is shared through the gifts of the talents of staff used in encouraging pupils to think and reason beyond what is tangible. Moral development is both expressed and implicit in everyday conduct of right behaviour and justice. Both these areas are supported by clear and practical pastoral policies for the wellbeing of the community.
- Chaplaincy is structured to include Salesian priests and brothers who are interactive in facilitating support and sharing between home, school and parish in accordance with their charism. Its provision is exemplary in promoting Catholic Life.
- Relationships and Sex Education is delivered from Year 7 upwards through identifiable units within Personal, Health and Social Education. The coordinator ensures that units of work are focused on healthy relationships and totally compliant with Church Teaching. The cross curricular approach includes significant inputs in Science and through support from Religious Education. The coordinator is part of the new network of staff to receive ongoing training to further enrich processes already in place.

### **How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school**

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- They are committed to the school's ethos because of personal understanding and rootedness in Salesian values. Catholic Life underpins the whole ethos of the school, a fact expressed within the Section 48 Self Evaluation Document. Areas for development are identified to ensure well targeted and planned improvement.
- Annual continued professional development includes thorough reflection on the mission statements aims to appreciate and develop the talents of all, "Inspired by the Life of Christ and work of St John Bosco." This includes focus on identified themes to ensure challenge, high expectations and active contribution. This in turn provided the impetus and reason for staff participation and shared leadership in Catholic Life.
- Parents and carers have a full understanding of the school's mission because of interactive communication. They have great loyalty to the school. There is a combined community effort to raise the profile of the school not least by making known the capacity it has to continue combining with homes and parishes in serving the needs of all. Members of staff continue to visit local churches and to increase cross phase links with primary schools. Local Archdiocesan clergy are supportive and encouraging. Since the 1960s the Salesians have maintained a significant presence in this area to underpin their work as school and to serve in as many dimensions as possible.

- The governing is rooted in the charism of the school because of dedication, understanding and participation. Through the Ethos Committee they share directly in the monitoring of effective Catholic Life and challenge as necessary.
- The school continues to maintain its support of Archdiocesan policies by participation with other parishes and schools and through attendance at training provision for governors and staff.

## **RELIGIOUS EDUCATION**

### **How well pupils achieve and enjoy their learning in Religious Education**

- The extent to which pupils achieve and enjoy their learning in Religious Education is good.
- Pupils, including those with special educational needs make good rates of progress from their individual starting points.
- Here too in relation to capabilities and starting points pupils reach good levels of religious literacy. They are encouraged to reflect spiritually, through sustained effort in acquiring knowledge and understanding. Pupils show particular strength in their ability to apply learning to everyday life which is testimony in itself to all round provision for Catholic Life.
- Most pupils are engaged in their learning and want to succeed. This is because small class groups enable closer monitoring and support.
- Pupils are well practised in concentrating for increased periods. Strengths and areas for improvement are accurately indicated. This results in their realistic view of personal progress.
- Achievement and attainment in lessons is gradual and well flagged. As pupils move toward their next targets they are, for the most part well motivated. This results in an overall good or better standard of behaviour, with any minimal disruption well challenged at source.
- Pupils' recorded achievement and attainment at the end of Key Stage 3 provides firm foundation for progress. By the end of Key Stage 4 achievement at GCSE reflects a continuum of good progress. Set against national criteria for performance for A\*-C their performance falls well short of the national average but is good in terms of progress according to individual ability. Cohorts at this school are amongst the weakest ability ranges pupils within the local authority based on Key Stage 2 data. Consequently, it is secure to judge progress as good, with Religious Studies ranked amongst the highest achieving subjects in the school, including increased performance amongst gifted pupils achieving A\*-A.
- The quality of pupils written work is mostly good. Knowledge and understanding is monitored using a range of different approaches.

### **The quality of teaching, learning and assessment in Religious Education**

- The quality of teaching, learning and assessment in Religious Education is good.
- During inspection two of three classes were observed. On each occasion these were undertaken jointly. Evidence confirms the school's accuracy in the overall grading of departmental teaching and learning as good.
- Planning is effective and realistically linked to pupils differentiated needs. Teachers are confident in their levels of subject knowledge and deliver content in a style that is conducive to progress.
- Teachers employ a range of appropriate strategies. They aim to ensure that pupils are well occupied in making progress, with extension tasks at hand. There are creative pauses for reflection and feedback. At these times, pupils are affirmed and encouraged. During inspection these were akin to team events, whereby pupils negotiated next step progress either together or in groups.

- Time management could on occasion benefit from more breadth for the completion of the more detailed tasks. Otherwise good overall provision enables effective use of the whole lesson.
- Teachers know their pupils and thereby apply appropriate levels of encouragements. They are particularly skilled at observing rates of progress. Their skilled open and differentiated questioning encourages pupils to respond because they are affirmed and encouraged to develop conclusions, findings and arguments.
- Teachers use a range of differentiated resources, well supported by extension tasks.
- Teachers insist on high standards and most pupils respond accordingly. At the start of lessons, learning outcomes are shared and used effectively by pupils as guides to their progress.
- Pupils written work is marked and assessed broadly in accordance with the school policy. Departmental practice varies with pupil understanding monitored in a variety of styles. There are follow-up questions to enrich progress.

## **How well leaders and governors promote, monitor and evaluate the provision for Religious Education**

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Religious Education.
- They ensure the content meets the requirements of the Religious Education Curriculum Directory.
- Curriculum time allocation meets the required 10% in all years except Year 10 that is allocated 8%.
- Leaders and governors ensure that Religious Education has a parity with other core subjects. Staff participate in Archdiocesan training events. There is a resourcing allowance. In terms of current serious staffing restraints every effort has been made to ensure adequate departmental staffing. Accommodation is conducive to teaching and learning. Classrooms rank high for quality displays of pupils and staff work so ensuring environments that are stimulating and exciting.
- Archdiocesan curriculum requirements are in place. In Key Stage 3 *People of God – Called to Serve* is in use and continues to be resourced. All pupils are entered for GCSE and study Catholic Christianity with Judaism as the second religion. There is full coverage of other world faiths and religions. There is the continued embedding of British Values exposed through Scripture and Church Teaching.
- Much work is being undertaken to further enrich links between pupils' assessment outcomes, tracking and analysis of progress and resulting intervention where required.
- The acting subject leader is professional, capable and enthusiastic in the determination to further strengthen the successes of the department. This has already resulted in Archdiocesan training and support, together with meaningful networking with other schools. The department is committed, supportive and hardworking. They meet regularly, share practices and work collegially.
- Leaders and governors know the strengths of Religious Education. Here too they participate in populating the Section 48 Self Evaluation Document. They fully understand the links between effective Religious Education and quality Catholic Life. The headteacher as line manager is entirely conversant with the requirements of Religious Education through personal practice and by professional experience.

# COLLECTIVE WORSHIP

## How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Those interviewed commented that it is part of the life of the school because it encourages their prayer life. Others regard Collective Worship as occasions to pause, take stock and consider how they too can contribute to the school's faith life. During the inspection there was abundant evidence of quality music, silence and an all-pervading sense of reverent participation.
- They are experienced in leading and delivering Collective Worship. Here the peer chaplains take a significant lead through example and by seeking the skills of others that can then be shared.
- Pupils have a thorough understanding of the Liturgical Year because of the occasions when they can voluntarily participate in weekly masses and services for specific celebrations. They know how and when to link Collective Worship with their community outreach projects.
- Pupils are confident in Collective Worship because of the wide variety of prayer experiences that exist, including the retreat programme and collaboration with other schools and communities. They enjoy using Scripture that is linked to everyday needs. Drama and role play (with regular inputs from the Bosco Group) is frequent. They respond well to the times for personal reflection and to the calls for challenge, whereby prayer and reflection can be put into action.
- They are deeply aware of being part of a faith filled community that is inspired by the school's Catholicity. They cite as examples their willingness to be involved though prayer in parish events. They value the opportunity to become Extra Ordinary Ministers of Holy Communion.
- The atmosphere during Collective Worship, shows their confidence to share faith and world views and to listen to and respect the views of others.
- Pupils spiritual and moral development is enriched by Collective Worship that enables them to think and reflect in the wider sense and to ensure their conduct is appropriate to right behaviour in accordance with Church Teaching.

## The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- It is central to the life of all pupils regardless of faith or world view, a factor that is well understood and appreciated by pupils.
- The school refers to itself as a "praying school", a place where it is part of the daily experiences for all pupils and staff.
- Collective Worship is structured to have purpose, message and direction. Carefully created themes provide thorough coverage of the Liturgical Year and also include feasts and events associated with the school's Salesian nature. World events such as Holocaust Memorial and Human Rights Day are commemorated. Themes wholly support the expression and living of British Values. There is full inclusion of other world faiths and religions.
- Collective Worship is given high priority in terms of planning, evaluation and resourcing. Advance planning ensures that themes, accompanied by prayer resources are emailed to staff in good time to enable their personal reflection and indeed adaptation to the needs of tutor and year groups. Evaluation of their content includes the extent to which they are used creatively by staff and pupils.

- Consequently, staff are highly skilled in helping pupils to plan and deliver Collective Worship. Overall confidence is further enriched by the breadth of experiences in different styles of prayer and worship which includes retreats as well as occasions for private reflection in the Chapel. Prayer times in tutor and year groups are positive community experiences in which everyone present is invited to make voluntary contributions through discussion and by sharing of relevant personal experiences.
- There is regular provision for those associated with the school to be part of Collective Worship. This includes clergy, Archdiocesan youth provision and a range of guest speakers. There is an open invitation to parents, carers and members of local parish communities.

## **How well leaders, governors promote, monitor and evaluate the provision for Collective Worship**

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Governors, senior leadership and chaplaincy have provided a clear policy supported by guidelines for delivery.
- They share an extensive knowledge of the Liturgical Year, enriched by their own experience, practice and participation.
- Monitoring and evaluation of themes and resources are rooted in their relevant application to everyday life. There is insistence upon themes that maximise effective use of Scripture. Pupils knowledge and understanding of Church Teaching is prioritised. There is the continued drive in ensuring that Collective Worship is open to the voluntary contribution of all members of the community so as to enrich their overall sense of belonging. Their sharing of faith, religious and world views is paramount to provision.
- They extensively promote consistent provision in tutor and year groups. This is accompanied by the same rate of insistence on provision for staff during briefings and in the once weekly opportunity for staff to gather for prayer in the Chapel before the start of the school day. Voluntary Mass is celebrated each Friday.
- Overall coordination through Chaplaincy (including Peer Chaplaincy) and Religious Education ensures everyone is highly supported in their contributions to themes, together with their delivery and practice. Staff take a lead responsibility in ensuring that Collective Worship provides meaningful challenge for the community to take part in the linked initiatives for the needs of others.
- The staff community is provided with in-house training opportunities. This training is shared with pupils.
- The Section 48 Self Evaluation Document informs the School Development Plan by identifying how Collective Worship underpins Catholic Life. Monitoring of consistent provision and quality is undertaken by senior leaders and year heads. They are accountable to the Governors Ethos Committee who in turn endorse best practice and ensure the support of any identified areas of need.



## **What the school needs to do to improve further**

Maintain the existing quality of Catholic Life by:

- using the imminent Mission Statement review as an opportunity to express its content more briefly.

Further development of the Section 48 Self Evaluation Document by:

- focusing specifically upon the required content of each section;
- ensuring that content expresses its full resulting impact on the life of the school.

Sustained development of Religious Education by:

- continued use of Archdiocesan training for new subject leaders;
- maintaining the rates of attendance at Archdiocesan workshops and sessions that support progress in Key Stage 3 and for GCSE.

Continue to develop marking and assessment in Religious Education by:

- further embedding the marking policy;
- supporting the existing process for pupil feedback by ensuring they have even clearer information about current strengths and what they need to do to continue to improve;
- greater use of peer marking so that pupils can judge their peers' work against set criteria and negotiate targets for improvement;
- supporting peer marking by providing model answers and mark schemes to develop pupils' knowledge and understanding, together with fuller written responses.

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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### CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

### RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

### COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

***Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate***