

Servite Catholic Primary School

252 Fulham Road London SW10 9NA

Date of inspection by Westminster Diocese: 21 September 2017



Summary of key findings for parents and pupils

A. Classroom religious education is outstanding

- The leadership and management of classroom religious education are outstanding in every aspect.
- The executive headteacher has ensured clear roles and responsibilities for leaders. The head of school ensures implementation and compliance of the subject. The religious education subject leader is quite simply an outstanding practitioner and it is easy to see why her expertise is being shared with other schools. Governance is strong.
- Pupils' religious vocabulary is well developed from the moment they enter school in the Early Years Foundation Stage (EYFS). Religious literacy and vocabulary is of a high standard in this school. The school is now eager to further enhance its curriculum with more opportunities for pupils to use their creative gifts and talents in lessons.
- Progress is consistent across all phases and key stages of the school. When pupils leave at the end of Key Stage 2 they show high levels of attainment and knowledge. Therefore both attainment and progress overall are judged outstanding. Assessment is accurate in the school.
- Children in the Nursery and Reception classes (EYFS) get an outstanding start to their school life. Teaching is engaging, nurturing and clearly loved by the children. The environment is delightful.
- Teachers do have high expectations of pupils and are eager for them to make rapid progress in lessons. Teachers need to ensure that tasks, success criteria and learning objectives are age appropriate and match the abilities of all pupils in the class. Where tasks were matched to pupil's own interests and understanding then pupil outcomes were outstanding.
- Pupils' behaviour is equally outstanding.

B. The Catholic life of the school is outstanding

- Parents and pupils recognise the importance the school places on its Catholic life. It is the leadership at all levels of religious education that has made this area outstanding over many years.
- The Eucharist, prayer and worship are central to the Catholic life of the school and the community it serves. Prayers are carefully planned across all age groups and are said from the moment children enter the school. The Servite parish team support the prayer life of the school through weekly visits.
- The Servite commitment to action for social justice is very high and this is reflected in the school's life. Pupils are given opportunities to fundraise and be of service to a wide range of charities both at home and overseas.
- Pupils were not only able to mention the work the school does around the area of the Common Good but also had a clear understanding of the theology that underpins this and the call to service. The school community should be justifiably proud of its work in this area.
- Parents are almost overwhelmingly supportive of the work of the school. Parents all mentioned the good start the young children receive in the early years. The close knit and pastoral care of the school was also frequently spoken about. Links with the parish are equally close. The support the school provides to the diocese could not be greater.
- There is a shared vision and commitment from staff and governors to ensure the centrality of the Catholic life of this school. One could eulogise at length about the leadership and management of this school, suffice it to say it is quite outstanding.

A. Classroom Religious Education

What has improved since the last inspection?

The school has introduced several key areas in its practice since the last inspection. A new religious education (RE) scheme of work has been introduced and implemented. The school's assessment systems are now rigorous and highly accurate. Above all the RE leadership team have focused on developing teachers own skills and knowledge in the teaching of RE.

The content of classroom religious education is outstanding

The school has an RE curriculum that meets all the requirements of the *Religious Education Curriculum Directory* (RECD). The four areas of study outlined in the RECD, namely Revelation, Church, Celebration and Life of Christ, are known to both staff and pupils. The school has cleverly designed its own bespoke posters illustrating the four areas of study and these are on display in every classroom. This is a unique feature of this school. There is a major emphasis on direct scripture and again this is being followed in all classes. The school also uses the Wednesday Word to supplement its core scheme. Pupils' religious vocabulary is well developed from the moment they enter school in the Early Years Foundation Stage (EYFS). Religious literacy and vocabulary is of a high standard in this school. The school is now eager to further enhance its curriculum with more opportunities for pupils to enhance pupils' creative gifts and talents.

Pupil achievement in religious education is outstanding

Pupils enter the school in the EYFS with a wide range of abilities and are judged to be broadly average overall. Progress is consistent across all phases and key stages of the school. When pupils leave at the end of Key Stage 2 they show high levels of attainment and knowledge. Therefore both attainment and progress overall are outstanding. A distinctive feature of this school is the level of accuracy to which pupils are being assessed. There is no grade inflation or over ambitious data being provided for inspection purposes. The information provided is of the highest standard and accuracy that one could wish to see. The portfolio compiled by the RE leader is an exemplary piece of work and has been used to help other teachers in their delivery and assessment. Pupil's work is regularly assessed and is marked in accordance with school policy. The school has robust systems in place to moderate the standards of pupils' work and ensure accuracy of judgements. The schools' own internal moderation systems are of an equally high standard. Children in the EYFS are being tracked in RE and charts and lengthy data sheets are being produced in addition to all the other systems used in the EYFS. The school needs to review its practice here to ensure it is fit for purpose and serves the needs of these young children. Teachers do have the highest expectations of pupils and want all their pupils to excel. However, the school does need to ensure that questions and success criteria are age appropriate for the pupils. Behaviour in lessons and around the school is of a very high standard and pupils and teachers display mutual respect towards one another. Pupils are well versed in religious language and understanding. They are eager to respond and clearly want to do well in lessons. Several classes seen also confidently applied their thinking and skills to some quite complex tasks set during lessons. Work scrutinised in books seen and pupils spoken with clearly shows a positive attitude to RE in this school.

The quality of teaching is outstanding

The quality of teaching seen in the school is never less than good and equally has many outstanding aspects. Pupils do make progress during lessons and several examples were noted of pupils extending their religious vocabulary and understanding. Children in the Nursery and Reception classes (EYFS) get an outstanding start to their school life. Teaching is engaging, nurturing and clearly loved by the children. The learning environment both indoors and outdoors in the EYFS has been

creatively developed with areas for prayer and quiet reflection also being provided. The environment for young children is rich and challenging in equal measure. Questions were age appropriate and support staff were active at all times in supporting young children's learning. Teaching was creative, tasks were also age appropriate and early years staff had broad smiles and were welcoming even during an inspection visit. Teachers do have high expectations of pupils and are eager for them to make rapid progress in lessons. Teachers need to ensure that tasks, success criteria and learning objectives are age appropriate and match the abilities of all pupils in the class. High order questioning was evident in almost every lesson seen. Higher ability pupils are being well provided for and the school has been successful in this aim. Where tasks were matched to pupils' own interests and understanding then outcomes were outstanding. One lesson seen taught by a newly qualified teacher had pupils writing a welcome to the school website linked to the core values of the school. The enthusiasm and engagement with which pupils undertook this task was of the highest order. Teachers do use technical language with varying degrees of success during lessons to encourage pupils to know how to improve their work. Pupils when spoken with however were much less sure of the specifics of what they had to do to improve. The school needs to review its use of technical language in some classes as assessment levels are changing in the near future. When questioning and language were age appropriate and matched to ability then outstanding practice was evident for all pupils. Support staff in most classes play a key and important role in supporting pupils of all abilities, including those with special educational needs and or disabilities. Homework is provided for pupils and a book goes home with the Wednesday Word. Parents spoken to said how much they appreciated this option to support RE learning. The school website does have a section on Catholic life and does have some basic information on the RE curriculum. However the website overall lacks detail on how parents can support their children and resources to further enhance learning. Leaders themselves recognise the website of the school is basic and needs improving. Quality of teaching is judged to be outstanding.

The effectiveness of leadership and management in promoting religious education is outstanding

The leadership and management of RE are outstanding in every way. The executive headteacher has ensured clear roles and responsibilities. The head of school ensures implementation and compliance of the subject. The RE subject leader provides oversight, support and guidance to teachers and support staff. The subject leader is an outstanding practitioner and it is easy to see why her expertise is being shared with other schools. Her knowledge of the curriculum and assessment is quite simply outstanding and is of the highest order. Her insights into teaching and learning are equally well developed and she was clearly able to identify strengths and weaknesses in classroom practice during this inspection. New staff and non-Catholic staff are equally being well supported. These three key leaders are ambitious for their school and for other schools they work with. Their leadership is exemplary and is deserving of such high recognition contained in this inspection report. The governing body are exceptionally effective in the work they do and provide a good balance of challenge and support. Governors spoken with are clearly very anxious to set the highest standards possible for RE in this school. The leaders' self-evaluation of classroom religious education is accurate and RE leaders are very open to new innovations.

What should the school do to develop further in classroom religious education?

- Develop the school website to provide information, links and resources for parents and the wider community to support and enhance their children's RE learning
- To further develop subject knowledge of staff to ensure pupils of all abilities are being challenged and to provide greater opportunities for pupils to share their creative talents in RE lessons

B. The Catholic life of the school

What has improved since the last inspection?

All areas mentioned in the previous report have been fully addressed. Leadership of the school declare themselves to be passionate about focusing on the mission of the school, its Servite tradition and in promoting its Catholic ethos. Leaders monitor and celebrate pupils' worship and ensure that all classes have the opportunity to participate in worship, prayer and reflection. A new initiative has been to create a 'Servants of Mary' chaplaincy group, this helps pupils in their charity work and service to others.

The place of religious education as the core of the curriculum

is outstanding

There is 10% of curriculum time devoted to RE in every class. This is well timetabled and is clearly central to the life of the school. A generous budget has been set for the last three years and resources bought to support the implementation of a new RE curriculum. Parents and pupils recognise the importance the school places on its Catholic life. Above all else it is the leadership of RE that has made this area outstanding.

The experience of Catholic worship – prayer and liturgy – for the whole school community

is outstanding

The Eucharist, prayer and worship are central to the Catholic life of the school and the community it serves. Prayers are carefully planned across all age groups and are said from the moment children enter the school. Children in the Nursery who had just arrived were already learning to make the Sign of the Cross. The Servite parish team support the prayer life of the school through weekly visits. Links are made to reflect the liturgical year and assemblies are also co-ordinated to reflect the liturgical calendar. Pupils observed were reverent and equally keen to participate in prayer and collective worship. A wide range of RE resources have been purchased to aid and enhance pupils' experience of worship. Mass is celebrated regularly through the year and there is a monthly school and family Mass in the adjacent parish church. A distinctive feature of this school is the care given to review and reflect on acts of worship to ensure that they are age appropriate this is highly effective.

The contribution to the Common Good – service and social justice –

is outstanding

This aspect of school life is judged to be outstanding. The Servites' commitment to action for social justice is very high and this is reflected in the school's life. Pupils are given opportunities to fundraise and to be of service to a wide range of charities both at home and overseas. An outstanding example of the school's work in this area came during a discussion with a group of randomly selected pupils. They were not only able to mention the work the school does around this area but had a clear understanding of the theology that underpins this and the call to service. The pupils' responses and enjoyment of the work they did in this area was truly outstanding and the school community should be justifiably proud of its work in this area. There are ample opportunities for pupils to be of service around the school via a school council, prefect system and times when they can help the younger children. Links with the local community are equally fruitful and constantly evolving. The website does not currently address the outstanding work the school is doing in this area of social justice and the Common Good.

The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf**is outstanding**

The partnerships with all of the above are judged to be outstanding. Parents spoken with in the morning, in a meeting during this inspection and via a well responded to survey are almost overwhelmingly supportive of the work of the school. Parents all mentioned the good start the young children receive and also went on to talk about the progress their children made. The close knit and pastoral care of the school was also frequently spoken about. Links with the parish are as close as possible and are greatly appreciated also by the parish community. The school is integral to parish life and community. Links with the Diocese of Westminster are equally strong at all levels. Mention must be made of the role of the RE leadership team and the executive head in supporting other diocesan schools. In particular the school has shown outstanding commitment to a partner Catholic school after the Grenfell fire tragedy. The school has shown the highest level of care and understanding of the needs of a vulnerable community whilst at the same time maintaining the high standards in this school. Its service to the diocese has to be judged as outstanding.

The effectiveness of the leadership and management in promoting the Catholic life of the school**is outstanding**

Leadership and management of the Catholic life of the school are judged to be outstanding. One knows this is a Catholic school the minute one walks through the gates. There is a shared vision and commitment from staff and governors to ensure the centrality of the Catholic life of this school. The school is not however inward looking or complacent and is constantly reviewing its practice in the light of external developments. One could eulogise at length about the leadership and management of this school, suffice it to say it is outstanding.

What should the school do to develop further the Catholic life of the school?

- The school has identified as its priority the need to develop further the role of RE leaders and pupils in leading and planning liturgies and worship.

Information about this school

- The school is a one form entry Catholic Primary school in the locality of Chelsea.
- The school serves the parishes of Our Lady of Dolours, Servite Church.
- The proportion of pupils who are baptised Catholic is 97%.
- The proportion of pupils who are from other Christian denominations is 3% and from other faiths is 0%.
- The percentage of Catholic teachers in the school is 70%.
- The number of teachers with a Catholic qualification is 5.
- There are 21% of pupils in the school with special educational needs or disabilities of whom 5 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is well above average.
- The number of pupils speaking English as an Additional Language is well above average
- There is an average rate of families claiming free school meals.
- 60 pupils receive the Pupil Premium (28%).

Department for Education Number	207 / 3613
Unique Reference Number	I00500
Local Authority	Royal Borough of Kensington and Chelsea

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on roll	234
The appropriate authority	The governing body (RBKC and Servite Friars)
Chair	Mrs Mary Iles
Headteacher	Mrs Kathleen Williams – Executive Head
Telephone number	020 7352 2588
Website	www.serviteprimaryschool.co.uk
Email address	info@servite.rbkc.sch.uk
Date of previous inspection	21 June 2013
Grades from previous inspection:	
Classroom religious education	Outstanding
The Catholic life of the school	Outstanding

Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection 8 lessons or part lessons were observed.
- The inspectors attended 2 assemblies and a number of acts of worship.
- Meetings were held with school staff, pupils and governors.
- 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 and examination of school documents.

Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

Inspection Team

The inspectors are appointed by the Archbishop.

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