

**SALFORD DIOCESE
INSPECTION REPORT**



**HOLY SAVIOUR ROMAN CATHOLIC
PRIMARY SCHOOL**

Holland Place NELSON LANCASHIRE BB9 8HD

Inspection date April 5th 2011
 Reporting Inspectors Mr. Brendan Duffy, Mr Dennis Harrison
 Inspection carried out in accordance with Section 48 of the Education Act 2005

Type of School Voluntary Aided Catholic Primary
 URN 119654
 Age range of pupils 5 -11
 Number on roll 197
 Appropriate authority The governing body
 Chair of Governors Mr. Paul Stinchon
 Headteacher Mrs. Alixena. Lubomski
 Religious Education Co-ordinator Ms. Joanne Durkin
 Date of previous inspection December 2007

The Inspection judgements are:	Grade	Explanation of the Grades 1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Overall effectiveness of the school	2	
Leadership and management of the Catholic life of the school	2	
The quality of Collective Worship	2	
Achievement and standards in Religious Education	3	
The quality of teaching and learning in Religious Education	2	
The quality of the Religious Education curriculum	2	
Leadership and management of curriculum Religious Education	2	

The following pages provide reasons to support these judgements

CHARACTERISTICS OF THE SCHOOL

Holy Saviour is Roman Catholic Voluntary Aided primary school, serving the newly created parish of the Good Shepherd, which incorporates the churches of Holy Saviour (Nelson), Sacred Heart (Colne) and SS Peter & Paul (Barrowford). It is a standard sized, one form entry school with 197 children on roll, of whom 127 are baptised Catholics. The school is increasingly popular and has been oversubscribed for entry at Foundation Stage for 2 years. Since the last inspection, the levels of social deprivation in the school population have increased. Though most pupils are of White British background, there has been a rise in ethnic and faith minority groups and children from European Community countries. There are some instances of children who have parents with different religious affiliations. Indicators show that overall, children enter the Foundation Stage of the school below national average benchmarks. There are 10 teachers in the school, all of whom are Roman Catholics and a large majority hold the CCRS qualification. The head teacher and deputy head teacher are catechists in the Good Shepherd parish, one teacher is a leader in the children's liturgy group and another teacher and a teaching assistant actively work in parish groups. New provision since the last inspection includes a new administration area, a nurture area and two newly formed classroom bases.

OVERALL EFFECTIVENESS OF THE SCHOOL

Holy Saviour is a good Catholic school. It is a caring Christian community, which is underpinned by a strong Catholic ethos of care and compassion. The school motto of 'Caring and Sharing' is implicit in all areas of school. Under the leadership of the dedicated head teacher and inspired by the gospel values in its mission statement, the well being of each child is central to the work of the school and the staff demonstrate a clear sense of service. Everyone is explicitly welcomed in God's name. Children are respectful, well behaved and considerate towards each other. The school strives for inclusion, it celebrates diversity, embraces those of other faiths and cultures, it builds the children's self esteem and there is a powerful sense of belonging. Overall attainment in Religious Education is satisfactory but there are areas in the school where children accelerate in their development. The Religious Education is carefully planned and resourced by the head teacher and subject leader, with the full support of the governors. Teaching is good overall. There is a variation in its effectiveness from satisfactory to outstanding. The head teacher, deputy head teacher and senior leaders are utilising a range of monitoring strategies, so they are aware of strengths and the areas for development. They are implementing a comprehensive action plan for improvement. The Religious Education curriculum enables children to make meaningful connections between their faith and life and combined with the outstanding collective worship, they are enabled to give witness to their beliefs. This process is positively influenced and progressed by the support and guidance of the inspirational Parish Priest. Holy Saviour has an affirming relationship with the parish of the Good Shepherd, which is influential in the lives of the children and parents. The school has effective links with local and diocesan communities, which strengthens its part in the mission of the Church and it is testament to the acumen of the school leaders and governing body. Recently, the school is working to develop a more global understanding for the children.

Improvement since the last inspection

Since the last inspection the school has worked diligently to address their two key issues. Firstly, the head teacher has facilitated a comprehensive review of the school mission statement, ably assisted by teachers, support staff, governors, parents and involving the views of the children. The methodical approach to the review of the mission statement has wisely centred the work of the school in the gospel statement, 'I have come that they may have life, and have it to the full' (John 10:10). From this statement, the school identified a valuable set of aims, which encapsulate the mission of the Church. The mission statement is translated for the children into the motto 'Caring and Sharing', which is evident around the school. Secondly, through the efforts of the subject leader and head teacher, a system has been devised to ensure greater use of assessment, so that it is a more integral part of teacher planning. There is evidence of a regular focus on aspect of formative assessment, good practice in tracking pupil progress and improved summative assessment.

Capacity to improve

The school's self evaluation system is comprehensive and it has successfully estimated many areas of its judgments. The school is aware of its strengths and areas for development. The head teacher, deputy head teacher and subject leader have identified and are implementing an eight point action plan. Evidence suggests

that there are real strengths already in the school, which will enable it to focus on extending the consistency in teaching. Parents and governors greatly appreciate the work of the dedicated leadership team. The head teacher has a vision of the ways forward to develop the Catholicity of the school and this is supported by the senior leadership team. The commitment and competence of the staff, governors and Parish Priest, means that the school's capacity to improve is good.

What the school should do to improve further

The school should address the targets identified in its Religious Education plan and in the achievement and standards element of this report.

LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL

The leadership and management of the Catholic life of the school are good with some outstanding features. There is clear awareness among staff and led by the head teacher, that this school is an integral part of the mission of the Church. The school has developed and grown stronger since the last inspection under the skilful guidance of the head teacher who is assisted by the deputy head teacher. Holy Saviour is a school where the senior leaders and staff are sustained and guided by the Parish Priest, supported by the chair of governors and they appreciate this partnership. A robust and thoughtful review of the mission statement has anchored the school in a strong partnership of school, parents and parish, which bears fruit in many aspects of provision for the children. The school has identified its overarching guiding principle, 'I come that they may have life, and have it to the full'. It was demonstrated that senior leaders and governors are conscious that this underpins strategic decision making and there is consistent evidence to show that it permeates the spiritual, moral and social development of the children. The head teacher and governors' have provided written documentation and guidance, which are consistent with the values inherent in the mission statement. The head teacher carefully plans for the professional development of staff and initiatives such as the retreat to Northumbria have a positive effect on team work and provision for children. The head teacher recognises the benefits of being involved in the local and diocesan professional partnership groups, which bring an informed and relevant perspective to leading a Catholic school. Holy Saviour has a motto of 'Caring & Sharing' and in school this represents the values of love, compassion, respect, tolerance and forgiveness. This is a shining light that characterises the long term decision making of leaders and governors, as well as the day to day management of the school. It is also wisely interpreted when the school leadership has to make more difficult decisions. The purpose of leaders and managers to develop Holy Saviour as a living Christian welfare community is powerfully expressed in the ways it reaches out to ensure inclusion for many pupils, especially vulnerable children, those with disabilities and special needs. There are systems to ensure that the children have a clear voice in the school and they have a strong affection for the staff. The head teacher and SENCo work to ensure that pupils have full access to the curriculum and they are integrated into the full life of the school. The school makes every effort to enlist the intervention and support of external agencies. Parents speak gratefully about the 'efforts that the school makes to meet the needs' of their children. When parents say, 'there has only ever been one school for my child', then it is clear that many parents are proud of Holy Saviour. The school recognises the important role of parents and carers in providing a truly Christian partnership, which in turn positively impacts on the attitudes of the children. The school's 'open door' approach and effective communications through newsletters, website information and texting, demonstrates that parents are valued and they welcome their opportunities to work with the school.

THE QUALITY OF COLLECTIVE WORSHIP

The quality and provision for collective worship is good, with many outstanding features. The school is creative and thoughtful in developing various forms of collective worship and prayer. The opportunities 'to develop faith through daily prayer and celebration of the Sacraments', has an impact on the religious, spiritual and moral development of the children. There are imaginative opportunities for prayer and worship for the children. Pupils help to plan and participate in liturgies and the mass, and take a lead role in readings, prayers and actions. The children are assisted in developing a prayerful relationship with their God, through their involvement. The use mime and gesture, through readings and singing, the children are enthusiastic and engaged. There is a whole school approach at Holy Saviour, which is a credit to all staff and particularly to the head teacher and subject leader for their leadership and management. The collective worship that was observed was well planned, stimulated reflection on spiritual and moral issues and developed children's understanding of their beliefs and attitudes. It was ably supported by teachers and teaching staff who presented themselves as excellent role models for the children. The example of staff in collective worship, helps the children to feel comfortable to participate fully in these occasions. Children were encouraged to participate in a meaningful manner, both in larger settings and also in the classroom. In the classrooms the teachers creatively prepared prayer foci for the children, which was appropriate to their faith journey and stages of development. It was clear from classroom displays that the children could learn reverence and respect and could grow in confidence in prayer and developing a relationship in 'talking to God'. It is apparent that the faiths and beliefs of other children from minority groups are sensitively catered for within the school. The Lenten theme ran throughout each classroom and in the hall. The Year 6 children helped to

prepare and then lead a liturgy on St Peter's denial. They took part in a reflection on the Stations of The Cross, prepared and led by the Parish Priest. Both of these occasions helped to develop a firm understanding of faith and belief and were powerful occasions for the spiritual reflection. The children showed maturity beyond their delicate years. Collective worship is positively influenced by the quality of the written guidance for prayer & worship. The subject leader's dedication to keep up to date with current practice in prayer and worship, has resulted in the teaching staff being informed and exposed to a variety of approaches. Throughout the school year there is a programme of school masses, class masses in Key Stage 2 and family masses in the Good Shepherd parish. In the whole school Lenten mass the participation of the children was outstanding and was assisted by the displaying of all mass responses, with accompanying illustrations. The children ably answered questions in the mass that revealed a very good understanding of the focus on alms, prayer and sacrifice in the season of Lent. The school carefully and effectively builds the children's awareness of the liturgical year and religious feasts, through focus on liturgical colours, religious artefacts, the teaching of appropriate hymns and prayers for the season.

ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION

Achievement and standards in Religious Education are satisfactory with some good features. The children's attainment on entry to school is well below the expectations against national benchmarks. This is evidenced by the schools own baseline assessment. The wide socio economic background of the children, the varied faith experiences and diversity of beliefs, presents challenges for their levels of understanding in Religious Education. Nevertheless, the inclusive nature of the school means all children are warmly embraced into the Religious Education curriculum and they often actively participate. Curriculum Religious Education is complimented by other experiences that are provided for the children. The school is effectively developing the diocesan assessment system, which is used to chart and check the progress of the children from entry to school until the end of Key Stage 2. The children make a very positive start in the Foundation class, where the children benefit from the purposeful, calm atmosphere and the high expectations. Good progress is evident here and this continues into Key Stage 1. The school's data shows good levels of attainment and progress by the end of KS1 and it is line with expectations of the diocesan assessment framework. Overall the level of progress is satisfactory in Key Stage 2, with some good features, especially where there are clear examples of sustained progress over an extensive period of time. In lessons the children are attentive and their behaviour is good. The school has identified a system for monitoring children's progress, which has the capacity to accurately evaluate progress and have an impact on achievement and standards. Evidence from book scrutiny suggests that children would benefit from more modelling of good work, which will increase consistency across the age ranges. The school is developing a monitoring system to provide appropriate information that used astutely, can set clear targets for further improvement. Interviews with the children revealed that they value and respect the attitude of the staff towards the importance of the Religious Education Curriculum. Catholic beliefs and values are at the heart of all the school does. Children have a very good understanding of significant events in the Church's liturgical year and the knowledge base of the Year 6 children was clearly evident in their liturgies. The children have an awareness of their place in the wider world and speak with enthusiasm about how they can reach out to those less fortunate. They look after one another with pride, ensuring the motto 'Caring and Sharing' is a reality. The courtesy of children towards each other and towards adults is very evident and behaviour is often outstanding. It is inevitable that the school receives just praise from many places whenever the children are out of school on visits or trips. The school council gives children a voice in the day to day life of the school and they work for each other.

THE QUALITY OF TEACHING AND LEARNING IN RELIGIOUS EDUCATION

The overall quality of teaching & learning in Religious Education is good. Lessons observed ranged from satisfactory to good with outstanding features. In a lesson in Key Stage 2 the use of carefully selected media created a thought provoking insight into how the events in the Garden of Gethsemane have been portrayed historically. The re-enactment of the Last Supper used a variety of resources to explain how the event was linked to the Passover. In the Foundation Stage the understanding of the children was greatly assisted when the events of Holy Week were sequenced by the children using cards and pictures. In Key Stage 1 children were successfully enabled to appreciate the messages in the story of the 'Widows Mite' by the use of well balanced pedagogy, which was delivered with suitable pace. The experience, qualifications and subject knowledge of the staff has a positive influence on the quality of teaching, which in turn has an impact on learning. The teachers and teaching assistants are keen to ensure that children with disabilities are provided for and fully included in lessons. Teaching and learning would benefit even more with wider sharing of good practice across the school. This could be successful because there are good professional relationships among the staff. In lessons observed, most children maintained a good level of interest. Behaviour was always good and sometimes outstanding. Many teachers showed an awareness of the starting point for learning and revisited previous learning. Clear learning objectives were shared with the children. Lessons were particularly successful when the teaching engaged the children through the use of IT, role play, effective questioning techniques, well prepared resources and highly differentiated tasks. Learning could be further advanced by consistent use of continuous assessment practice such as peer assessment and feedback to the children about their progress in the lesson. The involvement of the Parish Priest, as a critical friend to the head teacher and subject leader, provides support and encouragement. This involvement also affirms the important work of the teachers in promoting the status of Religious Education among the children, as well as increasing their understanding of the person of Jesus. The strong faith background of the staff, led by an informed head teacher and subject leader, are strengths to improve practice even more. Children speak positively about their own learning, especially in assemblies and when they pray together. They enjoy being a part of the Holy Saviour faith family and the strong sense of well being and belonging is part of their daily experience.

THE QUALITY OF THE RELIGIOUS EDUCATION CURRICULUM

The overall quality of the Religious Education curriculum is good. The school uses the REVision 2000 programme which meets the requirements of the Curriculum Directory for Religious Education and the appropriate 10 % curriculum time for religious teaching. The programme is successfully complemented by the use of other resources to ensure that teaching and learning are interesting and challenging. The Religious Education programme is balanced and broadly based. Planning is already underway and assisted by the Parish Priest to introduce the new Religious Education curriculum that has been recommended by the Bishop. The school employs a whole school curriculum approach, which encourages continuity of provision between the age ranges. There is a whole school assessment procedure in place. The assessment procedure is being used to track progress and improve standards. Overall children make good progress in Foundation Stage where the scheme is supplemented by rich resources and good questioning skills. In early Key Stage 1 imaginative role play enriches the curriculum. Progress is satisfactory in KS2 and there are many examples where some teachers are creative in making the curriculum interesting and engaging for the children. The head teacher and subject leader give high precedence to Religious Education, they plan regular INSET for staff and to provide relevant resources to support teaching and learning. The school has a system for reviewing the quality and relevance of the RE curriculum and the current extension of the monitoring work from the leadership team is impacting on overall provision. The consistency in the curriculum enables children to know God, to participate in liturgy with meaning and children are helped to develop a Christian conscience. Catholic beliefs and values are central to the spiritual and moral development of the children. The children experience opportunities for reflective and authentic prayer, which promotes the spiritual dimension of life in the school and has a positive influence of children's behaviour. The teaching and support staff have created a thoughtful and stimulating learning environment in most classrooms and in the public areas of the school. Staff work tirelessly within school and involve a range of agencies, attempting to ensure families and children engage with the curriculum. The nurture group is an exemplary initiative in Holy Saviour school. It has its own authenticity of purpose that is grounded in love, compassion and a desire to promote dignity in each child. Several staff members have volunteered their time and commitment to the Rainbow programme and it

contributes to the sense of belonging and security that children experience. The school has a progressive approach to managing the behaviour of children and a nurturing a sense of responsibility. The playground buddies, anti-bullying monitors and school councillors are evidence of the pupil's sense of service to one another. Children have a keen sense of right and wrong and they demonstrate it in what they say and how they act. There are exciting trips and a broad range of after school clubs. Sadly, some of these are threatened by current financial changes but staff and governors are keen to maintain them.

LEADERSHIP AND MANAGEMENT OF CURRICULUM RELIGIOUS EDUCATION

Leadership and management in Religious Education are good. The Religious Education subject leader is committed and dedicated and is effectively supported by the head teacher and deputy head teacher. They are confident and enthusiastic about ensuring good standards in the provision of Religious Education in the school. The provision for pastoral care means children feel safe, confident and are caring, which then has a positive influence on the children's capacity to learn. The senior leadership team is committed to leading by example and seeking ways to improve the Religious Education provision. The head teacher and subject leader recognise the value of being an integral part of the relevant Diocesan groups. This means that the school is positively linked to the latest developments and vision about Catholic education and Religious Education teaching. They both ensure that the staff and children at Holy Saviour school are familiar with current managerial and pedagogic thinking. The senior leadership team are up to date and knowledgeable about developments in Religious Education and this secures the importance and status of the provision in the school. The use of the Revision syllabus meets the requirements of the Directory for Religious Education and presents the Word of God to the children in an intelligible way. The school has an established review cycle for Curriculum Religious Education planning. There is development in the teachers planning with the lessons are focussed by learning objectives and learning outcomes. The head teacher and senior leadership have an accurate awareness of the strengths and areas of development in Religious Education and the eight point plan constitutes a relevant assessment of current and future developments required in the school. The subject leader has introduced 'Godly Play' and Meditation techniques for older children, as methods of making learning more effective and improving children's experiences. These techniques have been successful. Many aspects of the action plan have already been implemented including new strategies to monitor children's progress. The plan would be strengthened with a more intense focus on utilising the current good practice to develop consistently across all classrooms. The monitoring of the curriculum is increasingly secure and the outcomes are being used to inform improvements. The subject leader and head teacher have skilfully identified variations between groups of pupils across the school and they have already introduced corrective responses. The governors, including the chair of governors and Parish Priest, strongly support curriculum Religious Education and are totally committed to its provision and future development. The Parish Priest is a regular visitor to the school and devotes time and energy to prayer and worship, building relationships with staff and children, organising the sacramental programme and meeting with the head teacher. The head teacher and subject leader provide valuable progress reports and governors deliberate on these and act as a critical friend. The governors allocate financial resources to ensure that there is every support for the Religious life of the school.