

**ARCHDIOCESE OF SOUTHWARK
COMMISSION FOR SCHOOLS & COLLEGES**



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

Chair of Governors	Ms B Newman
Headteacher	Mrs J Spittles
Inspectors	Mrs J Lenahan
	Mrs P Rickard

Inspection dates 12 October 2011

**ARCHDIOCESE OF SOUTHWARK
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Introduction

Description of the school

St Saviour's is voluntary aided. It is situated in the Lewisham Deanery of the Archdiocese of Southwark. It is maintained by Lewisham LA. The principal parish which the school serves is St Saviour's, Lewisham. The proportion of pupils who are baptised Catholics is 96%. The average weekly proportion of curriculum time given to religious education is 10% in Key Stage 1 and 10% in Key Stage 2.

The school takes pupils from 3 to 11 years. The number of pupils currently on roll is 238. The attainment of pupils on entering the school is broadly below average. The proportion of pupils eligible for free school meals is above average. Around 1% of the pupils receive extra support in class. The school is ethnically diverse. The largest proportion of pupils within the school is Other Black African followed by Black British. The proportion of pupils from homes where English is an additional language is 35% and is double the national average.

Key for inspection grades

Grade 1	Outstanding	Grade 3	Satisfactory
Grade 2	Good	Grade 4	Inadequate

Overall effectiveness as a Catholic school

St Saviour's is a good school with some outstanding features. It has a strong Catholic ethos with committed leadership from the headteacher and governors. Working within a supportive partnership, they are effective in maintaining and developing the Catholicity of the school. Relationships within the school are good and reflect Christian respect and concern for others. A cohesive sense of teamwork is evident and staff are very good role models. They work hard to establish an environment that is orderly, well resourced and vibrant, thus making the school a haven that is conducive to learning. The mission statement is thoroughly integrated into every aspect of school life with each year group interpreting and embracing its values and as a result the behaviour of pupils is outstanding. Opportunities for spiritual and moral development are excellent. Worship and prayer have a central role in the school's life. Parents are overwhelming in their support of the school and appreciate the pastoral care their children receive. Education in personal relationships is taught as a discrete subject under PSCE and this has yet to be cross referenced with the religious education programme. The school is fully inclusive with a well developed approach to community cohesion. Governors are well informed and are regular visitors to the school, playing an active role in supporting developments, although, documentation does not reflect the core position of the Catholic life of the school or the religious education programme. Attractive displays throughout the school reflect its Catholic life, an example being the exemplary 'Mother and Child' whole school work of art in celebration of the month of the rosary. Strong and effective links with the local parish serve to enhance the liturgical and religious educational life of the school. The school has worked diligently to address the issues raised in the last inspection and their impact is evident in overall pupil attainment. The school's self-evaluation is comprehensive and accurate. There is evidence of effective monitoring of teaching and learning by the religious education co-ordinator. Staff have performance management targets relating to the school's mission. The school has good capacity for further development.

Grade 2

What steps need to be taken to improve further?

Governors and headteacher should:

- Integrate the school's personal, social, cultural and health policy into the religious education programme, in line with diocesan guidelines.
- Ensure that the Catholic life of the school and religious education are explicit in all documentation to reflect its core status.
- Continue to develop assessment procedures with the compilation of a portfolio of pupils' work which is levelled against national criteria.

The Catholic Life of the School

Leadership and Management

Grade 2

Leadership of the school is strongly focused on its mission, on raising standards and promoting the personal development of learners. The headteacher and senior leadership team have created a shared sense of purpose amongst the staff. The school is effective in pursuing its mission of following in the footsteps of Jesus by ensuring that each class focuses on how to live by the gospel values of “Love, Justice, Forgiveness and Reconciliation”. This focus gives a sense of ownership of agreed goals, ensures that the school is attentive to individual needs and has a direct impact on the exemplary behaviour of the pupils. The governors share the school’s vision and are active in supporting its overall development. Relationships within the school are very good. Pupils value the caring attitude of the teachers who listen to them and encourage their learning. Pupils’ views are taken into consideration through a School Council. Leadership promotes spiritual and moral development very well. Pupils’ achievements are recognised and valued. Parents are supportive of the school and appreciate its work in raising academic standards. Leaders work closely with the local parish. The good foundations laid down by the outgoing chaplain are set to be followed by the incumbent member of clergy with weekly time-tabled input to support liturgies and staff.

Quality of provision for personal and collective worship

Grade 1

Prayer and worship are central to the life of the school. The opportunities provided are outstanding in range and quality, thus giving pupils rich and meaningful experiences of liturgy and worship. Opportunities for spiritual development are a key feature of the school’s prayer policy. Times for reflection during acts of worship are incorporated into religious education lessons. The wide range of opportunities available for pupils to learn the formal prayers of the church, including plans to teach the new mass responses is outstanding. Focal prayer areas in classrooms are well resourced and invite pupils to engage and pray. This is reflected in the many sensitively written personal intercessions in workbooks and in displays. The programme for collective worship is exceptionally well planned and linked to the ‘Here I Am’ programme and the liturgical year. Pupils are encouraged to participate in assemblies and their many talents are celebrated through the incorporation of readings from scripture, drama and music. An example of outstanding practice was seen when Year 2 pupils led a whole school assembly to reflect on the school’s mission statement. The commitment and enthusiasm of pupils to participate in the school’s exceptionally good choir is laudable and listening to their response is spiritually uplifting. The celebration of the Eucharist is given due prominence with pupils offered the opportunity to participate in a weekly parish Mass, on holy days of obligation and class masses as well as on occasions to mark significant events in the school’s calendar. The parish priest makes a powerful contribution to the sacramental life of the school and is well supported by the school’s policies and practices.

Community Cohesion

Grade 2

St Saviour's is an inclusive school. Respect for difference, diversity and equality underpin all aspects of school life. There is a common sense of belonging. Relationships among pupils are positive. They are able to express their identity with pride. Provision for spiritual development offers opportunities for staff and pupils to celebrate and respect diversity within the school. The school is a close-knit, harmonious community where all work together in line with gospel values. Leaders engage in dialogue, training and development at diocesan and deanery level. Close links are established with Bonus Pastor Secondary School and Christ the King 6th Form College and this serves to enhance the smooth transition of pupils to senior school. The religious education curriculum includes the study of other world faiths. Pupils are equipped with skills which enable them to lead, listen, take responsibility and respond through initiatives such as the School Council and the lunchtime 'Squaddies'. Co-operative links exist between the school and local community such as the facility offered to the Tamil community to operate an after school club. In its work on Christian charity and social concern the school involves the pupils in a range of active giving, such as supporting 'Demelza House Children's Hospice', 'The Turning of the Year' celebration and the Haiti Hospital Appeal. Pupils experience a wider sense of community by engaging in a broad range of sport and music activities and further plans are in place for pupils to make links with schools in other areas of the United Kingdom, Mexico and Italy.

Religious education

Achievement and standards in religious education

Grade 2

Given their below average levels of skills and knowledge on entry, pupils achieve good standards overall. Pupils across all key stages are able to apply what they learn to their own lives. They can use their acquired religious vocabulary with accuracy and are confident when responding in lesson. Pupils are developing good empathetic skills through discussions and role play. Older pupils are using Bibles with confidence which enables them to work independently as seen when Year 5 pupils researched the 'Sermon on the Mount'. Pupils are responsive and enthusiastic learners and remain focused throughout lessons. Work in books and in displays shows good attitude and engagement with the subject and that pupils take pride in their work.

Teaching and learning in religious education

Grade 2

Teaching is good overall with some outstanding elements. Overall, teachers have good subject knowledge and commitment to teaching Catholic belief and religious literacy and this adds confidence to their teaching styles. Pupils with special learning needs are very well supported by appropriate work or by teaching assistants who work in close partnership with the teacher. As a result, these pupils are able to access all aspects of the curriculum.

A strength of teaching is the way teachers use probing questions to challenge thinking and the relevance of religious education to the practice of their faith. Assessment procedures are developing well with an established tracking process in place to identify individual progress. The use of assessment targets in lessons ensures that learning is tailored to meet individual needs. A portfolio of assessed work is being compiled and this will further enhance assessment procedures. All teachers mark work positively and older pupils are encouraged to respond to comments which challenge their thinking and knowledge.

The religious education curriculum

Grade 2

The time allocation to religious education is in line with the 10% recommendation of the Bishops' Conference. The 'Here I Am' religious education programme is well planned, with each theme given due consideration. Further staff training on the doctrinal components of topics should be developed to enhance the teaching of the 'recognise' aspect of themes. The curriculum is enriched with a wide range of challenging activities, many of which draw on other curricular links such as literacy, ICT, music and art. The broader curriculum contributes to social, moral, cultural and spiritual development of pupils through the use of SEAL programmes during time-tabled 'circle-time' lessons. This element of the curriculum now needs to be cross-referenced with the religious education programme so that pupils relate learning to gospel values. The emphasis placed on pupils' involvement in liturgies, Masses, sacrament of reconciliation, Christmas nativity, devotion to Our Lady and the saints, together with special Advent and Easter celebrations serve to broaden the pupils' understanding and engagement of their faith.

Leadership and management of religious education

Grade 2

The leadership of the subject is strongly focused on the school's Catholic mission. The coordinator brings commitment, vision and dedication to raising standards and promoting opportunities for faith development. She has compiled a working document which prioritises areas for development and the need for ongoing staff training. The introduction of a staff 'Here I Am' notebook gives clear guidelines on how to teach the programme and this is an asset to staff, particularly to those new to teaching it. Monitoring of teaching and work scrutiny by leaders is in place and this is having a beneficial impact on raising standards. Governors are informed of developments and are supportive. However, it would be beneficial if they extended their monitoring role to include religious education. The leadership team are working closely with the newly appointed chaplain to ensure that the programme established by the previous incumbent is maintained as this support plays a significant part in implementing the religious education programme. Learning resources for teachers and pupils are good and effectively managed.