



Diocese of Westminster

Servite Roman Catholic Primary

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DFE Number: 207/3613
URN Number: 100500

Headteacher: Mrs K Williams
Chair of Governors: Mr. A Boyle

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

Date of inspection: 21st June 2013
Date of previous inspection: July 13th 2007

Reporting Inspector: Mrs. T. Cleugh
Associate Inspector: Miss J. Mowat

Introduction

The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection. The inspectors spent one day in school, visited 8 lessons and an assembly, and carried out 6 interviews with school staff, pupils and governors. Other evidence was gathered from contacts with parents through a questionnaire, discussion with local clergy, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

The Inspection of Servite School in the London Borough of Kensington and Chelsea was carried out under the requirements of the Education Act 2005, and in accordance with the Framework and Schedule for Section 48 Inspections approved by the Archbishop of Westminster. The inspectors are appointed by the Archbishop. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation.

Description of School

The school is a one form entry in the LA of Kensington and Chelsea and the locality of Chelsea. The school serves the parish of Our Lady of Dolours in Chelsea. The proportion of pupils who are baptised Catholic is 94%. The proportion of pupils who are from other Christian denominations is 5% and from other Faiths 1%.

There are 235 pupils on roll, with 6 pupils with statements of Special Educational Need. The proportion of pupils from ethnic minority groups is well above the national average. The number of pupils speaking English as an Additional Language is well above average. There is an above average rate of families claiming free school meals. It must be noted that the FSM statistic is deceiving, as the school community reflects large populations of low income working families, which could shift the deprivation figure to approximately 60%.

Key for inspection grades:

Grade 1: Outstanding;*
Grade 1: Very Good;
Grade 2: Good;
Grade 3: Requires improvement;
Grade 4: Causing Concern.

A. Classroom Religious Education

How religiously literate are pupils in the teachings and traditions of the Catholic faith and how well do they know, understand and appreciate the importance of religious faith and practice in everyday life?

What is the overall effectiveness of classroom religious education in developing pupils' religious literacy?

Overall Grade: 1*

There is clear evidence that the overall effectiveness of classroom religious education is Outstanding. The experienced leadership team, modelling excellent practice, includes effective distributive leadership, which is embedded in the school. This is due to the Executive Head delegating the day to day running of the school to the Associate Head. The Associate Headteacher guides and supports the Assistant Headteacher, as leader of religious education, to disseminate the common vision demonstrated during the inspection, across all levels of the school. The confident and articulate pupils outlined and expressed their high levels of knowledge and understanding across a range of areas and within a structured teaching and monitoring programme. The use of the Sources of Revelation is woven into the fabric of the planning, delivery and daily life of the school across the Liturgical Cycle. This is illustrated throughout the school, with practical examples, on a termly basis, linked succinctly to their Mission Statement. The observations of classroom teaching, carried out during the inspection across the phases, demonstrated excellent subject knowledge and a wide variety of teaching strategies used. The impact of this is the high levels of attainment now evident and emerging, in particular, at Level 5 at the end of key stage two.

What has improved in classroom religious education since the last inspection and what should the school do to further improve in classroom religious education?

The planned development of religious education in line with the agreed understandings and levels of attainment is now established across the school. The school has implemented their religious education programme, Come and See, since the beginning of this academic year. This is linked intrinsically to the areas and themes of the Curriculum Directory. These units are being tracked through their school based recording system. The school has also worked in partnership with deanery colleagues on the four sources of revelation, which is woven into the attainment levels. The school self-evaluation is robust and the inspectors agree with the identified areas for ongoing development, as follows:-

- Continue to produce Level 5 standards of work in religious education
- Continue to develop planned questioning towards more confident Level 5 responses
- Continue focussed moderation, including pan deanery networks, to secure Level 5 outcomes at the end of key stage two, in line with the criteria in the Agreed Levels of Attainment in Religious Education.

How well does the content of classroom religious education meet the requirements of the Curriculum Directory?

Grade 1*

The school fully meets the requirements of the Curriculum Directory. The planned systematic teaching is based on the four sources of revelation. The study of God, the life and teaching of Jesus and the Church, are central to the beliefs and practice of the pupils, are clearly defined in the planning, and evident in the teaching observed and in the work produced by the pupils across the phases. The continuing professional development of colleagues includes monitoring of the planned topics, and the linking the newly introduced religious education programme, Come and See, as an additional resource, to all areas and coverage of the Curriculum Directory, within the liturgical cycle. ICT is very well used across the school. The development of the managed learning environment, (MLE), through "Frontier", enables pupils to set up "pages" from their religious education

programmes and general range of celebrations. The impact of this is that the pupils extend their learning at home and improve their home school links in religious education, as for other core areas. This includes the way teachers weave the four sources of revelation through their religious education programmes and units, as well as into whole school events and the Catholic life in general. Their photographically designed posters, which they have set out depicting the four areas of creation, tradition, scripture and human experience, are excellent examples of how the school has matched its own everyday school links to these four sources of revelation. These are displayed publicly around the school and in every classroom, reminding all involved of these key links of their faith and traditions to everyday life experiences.

Pupil achievement (as well as attainment and progress) in religious education

Grade 1*

There is clear evidence of progression, with a solid indication that the pupils are moving to secure Level 5 at the end of key stage two and many examples of level 3 at the end of key stage one. The proactive and enthusiastic learning across the phases indicates the commitment to further development and excellence by the staff. This is woven into the action points within the school improvement plan for religious education. This illustrates the very high expectations and commitment by the teachers to ongoing progress and improvement. The work in the books demonstrated consistency, including the marking, which has been a key area of development. The guidance to pupils in their “next steps” in learning is in line with other core areas. The pupils were clear in explaining how they are “Catholics and we learn about religion and how to care for others.” The newly installed electronic tracking system records the Average Points Scores, (APS) in religious education as for other core areas. In the light of their planned expansion towards more secure level 5 attainment, by the end of key stage two, there is evidence that achievement, attainment and progress is outstanding.

The quality of teaching

Grade 1*

The excellent subject knowledge and imaginative teaching strategies across the phases were evident during the inspection. This excellent practice includes the work produced during this academic year, with evidence from portfolios of work covered over the past six years. The monitoring carried out over time, reflects the consistency and challenge provided from senior leaders within an empowering culture of modelling, mentoring and coaching. During the inspection, the overall outstanding practice was consistently evident across the phases. The use of drama, including exciting planned role play, was demonstrated during a class observation, in which some staff dressed up and acted out the message from St. Paul, (Ephesians 4:28) in a very dramatic way. This stimulated the pupils to explore the variety of scenarios which influence their decision making and choices in their lives. Their understanding of what they must do to avoid sin and to overcome temptation, through a range of well planned scaffolded questioning, created an opportunity for them to reflect on the consequences of their actions and the relevance of their Mission Statement in their lives today. Pupils prepared their own reconciliation service liturgy into a booklet, to be used for their reconciliation service. In lessons where pupils were empowered to reflect on how the key message from St. Paul impacts on how they can live a Christian life, was another example of how the teaching inspired the pupils to demonstrate their levels of understanding within their faith. The inclusivity is evident in the outstanding lessons where pupils with additional needs, and those with significant needs, are very well supported. The typicality of teaching, through high quality monitoring, is evident through the success criteria in lessons, as well as through completed work and trends over time.

The effectiveness of the leadership and management of religious education

Grade 1*

The religious education leader inspires her colleagues. She is continuing to develop the planning and correlation to the Curriculum Directory. She ensures all colleagues embrace consistency in delivery of the units in line with the four sources of revelation. She is a model practitioner, who focusses relentlessly on how the religious education units and topics are built into challenged teaching strategies. These reflect the growing stages of knowledge and understanding of the faith, its traditions, rituals and practices. The Parish Priest affirmed how the subject leader has “impacted“ greatly on the excellent doctrinal and experiential aspect of the liturgical and prayer life of the school. She arranges planned CPD, including within their Deanery network. During the inspection the Parish Priest outlined the extraordinary input from the staff, inspired and motivated by the subject leader in religious education and the school leadership team. The Governors explained how all staff readily participate in Parish events and celebrations, such as the recent First Holy Communion, their international celebration day and their generous fundraising.

B. The Catholic life of the school

How well do pupils experience the richness of a Catholic way of living and believing through all areas of school life?

What is the overall effectiveness of the Catholic life of the school in developing pupils' experience of the richness of a Catholic way of living and believing?

Overall Grade: 1*

The Catholic Life of the school is truly outstanding. This is reflected in how worship and prayer are central to all aspects of the daily life of the school. The school celebrates the richness of Catholic tradition, including how religious education is the core of the core curriculum. There are sustained and continued excellent links between the school and the parish, which are also welcomed by parents. Those who met the inspectors as well as the comments in the parent questionnaires are explicit in their praise of the strong triple partnership links of home, school and parish. The charism of the Servite order permeates all aspects of the school. The priests are regularly supporting liturgies and events. The Parish Priest, as a Governor, is also proactively guiding and supporting the leadership team. The very impressive evidence throughout the public areas of the school, is seen especially where displays are linked to relevant Old and New Testament passages. An ideal example of this, a model of good practice, is their celebration of their International Week, with Galatians 3:28, reminding them of their responsibility to respect their neighbours.

What has improved since the last inspection and what should the school do to further develop the Catholic life of the school ?

The school has sustained its substantial excellence in developing the Catholic life of the school. The annual cycle for the Liturgical Cycle is embedded and highly acclaimed by parents. This was evident through the range of interviews with a group of parents, the Chair of Governors, the Parish Priest and through exploring the range of evidence in the portfolios. These high quality examples over six years, depict the school's journey since the last inspection and are worthy of note. The school has identified their plan to develop a prayer garden in the main school grounds, which was discussed during the inspection and the inspectors agree that this will complement the "Mary Garden" within the Early Years centre, which is not readily accessible to the rest of the school.

The place of religious education as the core of the curriculum – time, staffing, accommodation, resources, budget

Grade 1*

The school is richly resourced, with high quality accommodation, well maintained grounds, and a regular cycle of upgrading of the site and renewing resources. This includes their new Early Years Centre, with its Mary Garden and attractive stimulating play and learning areas. The Governing Body is fully committed to generously funding the religious education and Catholic life of the school on an annual basis. The 10% of curriculum time is fully covered. The Governing Body, in partnership with the Leadership Team, offer outstanding guidance and support to all aspects of the school, through its identified ongoing developments and improvement priorities.

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

Grade 1*

Catholic life and worship is a real strength of the school. The close proximity of Our Lady of Dolours Parish Church and the commitment of the Servite Order to the school, richly enhances this provision. Their “House” system includes the “7 Founders”, who are a key role model for the pupils to follow in their daily life. This is also evident where the “7 Sorrows of Mary,” are reflected upon and the knowledge and understanding of even the youngest pupils is very impressive. Mary’s sorrows are also depicted and publicly displayed through the high quality art mosaics created by the pupils, demonstrating their devotion to Mary. The staff morning prayer sets the tone for the day. This is further developed, for example, with the Year of Faith prayer, known by all pupils and prayed during assembly. The school is committed to pupil quiet reflection time, where they confidently pray with intense reverence, and share in discussions regarding their own faith and belief. This was evident with even the youngest Early Years’ pupils praying and asking God to help their friend, who is seriously ill in hospital. Their earlier assembly on the message from “The Enormous Turnip” story, with its links to creation, was incorporated into their level of knowledge and understanding of their responsibility to share friendship and demonstrate the love of Jesus, as friends with all those they meet. All staff use Makaton signing to embrace the communication for those pupils with significant additional needs. The “Mary’s Bags”, shared with the EYFS pupils, to pray at home with their families, have their photograph included in their class portfolio, thus extending their prayer life from the school to home. The school has a termly schedule of worship opportunities, across the Liturgical Cycle, including weekly assemblies, Masses in the Parish and special celebrations.

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

Grade 1*

The pupils understand their role in developing issues of social justice and their responsibility for addressing these at their age appropriate levels. The school is “called to serve” and raise funds for a wide variety of charities, including, CAFOD, Catholic Children’s Society, HCPT, LEPR, Poppy Appeal. They also raised significant funds for the Great Ormond Street Hospital, which is supporting one of their younger pupils. The confidence, articulation and maturity of the pupils who met with the inspectors, portrayed their clear understanding of their role as Christians in serving others. Their action for social justice, within their community, nationally and globally is outstanding. They understand the theology behind their active service, as demonstrated in some junior classes with their work on “Fair Trade”. They have extended this action to their school, where they are monitoring their waste of water, food and general eco awareness in conjunction with the ‘Big If’ campaign being led by the school council. They have a pride in their school, use their “pupil voice” to good effect, in relation to issues on the playground, which they say are dealt with swiftly and “no child is scared to tell”. Their exemplary behaviour, manners and courteousness is a hallmark of their pride in their school. They love their “stars of the week” and being celebrated as “house champions”, and this was also mentioned and appreciated by parents who met the inspectors.

Enabling the authentic partnership between parents, school and parish as an integral part of the Diocese, particularly through its relationship with the Diocesan Bishop and those acting on his behalf;

Grade 1*

The school has a range of links and partnerships throughout the Diocese. Their growing deanery network includes the moderation and planning for religious education, in particular their development over recent years linking the key areas of the Curriculum Directory and the four sources of revelation to their units and topics covered. The group of parents who met with the inspectors, were most vocal in their praise and admiration for what the school does for them, and indeed, for their families. They praised the prayer life of their children, such as how the school promotes praying the rosary, especially during May and October. They welcomed the weekly issue of the Wednesday Word and appreciate the “approachability and availability” of the teachers. The 53% response from the

questionnaires was overwhelmingly positive with several further comments acclaiming the individual way teachers “put themselves out all the time for their children and do go the extra mile”.

The effectiveness of the leadership and management in promoting the Catholic life of the school.

Grade 1*

The highly effective leadership and management of the school promotes and enriches all aspects of the Catholic Life, permeating the whole community. The Governors who met the inspectors outlined how “uplifted they are” by the “harmonious atmosphere and cooperation” of all the staff, which is led and modelled by the leadership team of the school. The Mission Statement of the School, “Learning to love and loving to learn”, is lived out through its ecclesial and Servite identity, which is clearly evaluated and informs all aspects of the school improvement agenda.



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A. Classroom Religious Education

What is the overall effectiveness of classroom religious education in developing pupils' religious literacy?

Overall Grade 1*

How well does the content of classroom religious education meet the requirements of the Curriculum Directory?	Grade 1*
Pupil achievement (as well as attainment and progress) in religious education	Grade 1*
The quality of teaching	Grade 1*
The effectiveness of the leadership and management of religious education	Grade 1*

B. The Catholic life of the school

What is the overall effectiveness of the Catholic life of the school in developing pupils' experience of the richness of a Catholic way of living and believing?

Overall Grade 1*

The place of religious education as the core of the curriculum – time, staffing, accommodation, resources, budget	Grade 1*
The experience of Catholic worship – prayer and liturgy – for the whole school community	Grade 1*
The commitment and contribution to the Common Good – service and social justice.	Grade 1*
The partnership between parents, school and parish as an integral part of the Diocese, particularly through its relationship with the Diocesan Bishop and those acting on his behalf	Grade 1*
The effectiveness of the leadership and management in promoting the Catholic life of the school.	Grade 1*