



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### St Saviour's CE Primary School

Shirland Road  
London  
W9 2JD

#### Diocese: London

Local authority: City of Westminster

Date of inspection: 25<sup>th</sup> June 2014

Date of last inspection: 9<sup>th</sup> January 2009

School's unique reference number: 101141

Headteacher: Ms Lindsey Woodford

Inspector's name and number: Miss Gladys Vendy (NS 299)

#### School context

St. Saviour's is a heavily over-subscribed one form entry school with a nursery unit situated in the parish of St Saviour's, Little Venice. The background of the pupils reflects the diverse socio-economic and culturally mixed community of the area. 35% of pupils speak English as an additional language. The number of pupils eligible for free school meals or who have special educational needs or learning disabilities is below average. The majority of pupils are from practising Christian families.

#### The distinctiveness and effectiveness of St Saviour's as a Church of England school are outstanding.

- Strong links between the school and the church which reflect the outstanding Christian leadership by the Head Teacher and the Vicar enhance the daily lives of the staff and the children.
- Living out the Christian ethos weaves a web through every aspect of the life of the school creating a safe, warm and loving environment in which children are nurtured and cherished and all staff are highly valued.
- Experiential learning in Religious Education (RE) and Collective Worship impacts upon the spiritual development of the school community and is pivotal to the Christian ethos.

#### Areas to improve

There are no significant areas for development

#### The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The strong Christian identity of St Saviour's School is immediately obvious through the displays in the school foyer. The exceptional pastoral care and love shown to all in the community is deeply rooted in the Christian values of compassion, truth, love, trust and loyalty. Systems such as the powerful buddy system that pairs Reception children with Year Six pupils continue

long after children have left school. The school motto which is said daily as a prayer 'together we live and grow in the love of Jesus Christ' weaves a web through every aspect of school life, creating a warm and loving environment in which everyone feels safe and valued. Children begin school with skills in line with national expectations. At each phase of their education they progress exceptionally well so that by the end of Key Stage Two pupil attainment is well above the national average. Consistently high expectations challenge and motivate learning and teaching. The use of the Pupil Premium, augmented by the governors, makes a significant impact upon the high academic achievement and very good attendance of all groups of pupils. This is because each child is nurtured and cherished so that, when necessary, specialist support is speedily implemented. The robust curriculum has a positive impact upon children's social, moral, spiritual and cultural development because it provides high quality learning experiences that give children the freedom and responsibility to become independent learners. The school has excellent links with countries overseas, sponsoring children and energetically fund raising for charities. The school is rightly proud of the awards it has gained in many areas showing its uncompromising pursuit of excellence. The recent award of the RE quality gold mark recognises the significant contribution this subject makes to the Christian character of the school, to the pupils' spiritual development and to the respect shown to other faiths and cultures.

### **The impact of collective worship on the school community is outstanding**

Worship which is distinctively Christian is central to school life. 'Thought for the week,' based on the Sunday Gospel, threads its way from the Monday Mass, daily lessons, activities and playtimes through to class reflection time on a Friday afternoon. Worship which is well planned between the Vicar and worship leader, follows the church calendar and has a clear liturgical shape that reflects the Anglican tradition. Parents say that the Monday Mass in church, at which children act as servers, lead prayers and engage in drama presentations of the Gospel, give children confidence and enjoyment. There is very good cohesion between worship in school and worship in church. The Gospel Tree in the school foyer records the children's presentations at Mass. Children are given a good grounding for their own faith journey and a significant number of children and adults are prepared for first communion and confirmation. This demonstrates the impact that the provision of high quality experiential collective worship makes to the spiritual development of the school community. In the observed act of worship children were able to remember the earlier visit of the Baptist minister. Children and staff spoke the same message of thankfulness in different languages to show the relevance of Pentecost. Worship was characterised by the quality of interaction, silent reflection and the sending out message to spread the word about being caring and thankful. The smiles on their faces showed that children obviously enjoyed worship. Prayer is an integral part of school life. Children were introduced to a Private Prayer box, an idea of the RE ambassadors, as a means of conversing privately with God. All classrooms have a designated area for reflection. Worship is always reported at Governors' meetings and effectively monitored and evaluated by them.

### **The effectiveness of the religious education is outstanding**

Religious Education is regarded as a core subject, given a high status and impacts upon the understanding of Christian values. The scheme of work is predominantly Christian. Children learn about other world faiths and draw on the 'resident expert' knowledge of children who are not Christian. Assessment is rigorously carried out and current data shows that attainment in RE is often significantly higher than those in other core subjects. Level ladders support teachers in accurately planning and moderating work. RE is effectively led by the subject leader and monitored with the senior management team through book audits, joint lesson observations, learning walks and data. As a result new learning methods have been carefully introduced. Godly Play has changed learning outcomes and resulted in accelerated development of children's relationship with God. Children show great respect for the resources which have been expertly made by the school's site manager. The Big Question such

as 'why do we pray?' 'what is worship?' has developed higher order thinking and ensures that teaching and learning is enquiry led and discovery based (experiential). This contributes to the spiritual, moral, social and cultural development of the community and has influenced approaches to teaching in other subjects. A learning walk confirmed that the quality of learning and teaching was outstanding. RE and Worship are closely integrated. During the learning walk children were seen reflecting, creating prayers and asking challenging questions such as 'what is the difference between magical and miracle?' They especially enjoyed the opportunity to express their thoughts through a wide range of art activities. One child painted a picture of a mountain to express her feelings about the Lord's Prayer 'because it is quieter than a city.' An RE Ambassadors group encourages children with a particular interest in the subject, to have spiritual debates in which they explore their personal faith in depth. One child interestingly said the Trinity was like an apple - skin, flesh and core.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The leadership of the school is driven by the strong Christian faith of the Head Teacher and the Parish Priest who have forged an unbreakable bond between the school and the church. The vision and mission statements are rooted in distinctively Christian values and are pivotal to guiding the direction of the school. These cement the harmonious relationships between children, staff, governors, parents and the wider community. 'We are one happy family' said one parent. Staff are confident, their morale is high and care for their well-being means they can enjoy a positive work/life balance. There were no areas for development from the previous inspection but the school challenged itself by setting its own goals and targets for improvement. It has carefully monitored these to raise standards of teaching and learning in RE and worship. The RE subject leader is pro-active in supporting her colleagues. The Vicar regularly visits the school to teach RE and to lead worship and spiritual reflection. He is well known and loved by all the children and parents, regardless of faith. Christian principles are at the core of strategic planning. The Foundation Governors as well as influencing the distinctiveness and effectiveness of the school as a church school both challenge and support the school to ensure continuous improvement. In this happy school the views of parents and pupils are sought through regular surveys and acted upon. Parents are welcomed into the school and attend coffee mornings, workshops (sometimes run by teaching assistants) and subject specific events such as being introduced to Godly Play. The school is very well supported by the Diocese. The school's distinctiveness and effectiveness as a Church of England school is exemplary.

SIAMS report June 2014 St Saviour's CE Primary School, Shirland Road, London, W9 2JD