

**STATUTORY
INSPECTION OF
ANGLICAN SCHOOLS**



Name & address of school: **St Saviour's Church of England Primary School**
Shirland Road, Maida Vale, London, W9 2JD

Diocese of London

Local authority: Westminster

Date of inspection: 9th January 2009

Date of last inspection: November 2005

Type of School: Voluntary Aided Primary

School's unique reference number: 101141

Name of Headteacher: Lindsey Woodford

SIAS Inspector: Lyn Field (N.S. 151)

School context

This highly regarded one-form entry school is heavily oversubscribed. There is a high proportion of pupils from minority ethnic backgrounds and of those who speak English as an additional language. More pupils than usual join and leave the school at points other than Reception and Year 6. These are because of social and economic changes in family life.

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

Children are happy and thrive in this school because they are skilfully cherished and nurtured. At the heart of the school's work is the belief that each child is in the image of God. The school strives to be a Christ-like community and successfully embraces families of all cultures and backgrounds. Its Christian values underpin the work of governors in sustaining the ethos of the school.

Established strengths

- The inspirational leadership of the vicar and the headteacher
- The commitment of governors to the well-being of staff and children
- The unique impact of the Monday Mass
- The importance placed on faith throughout the curriculum

Focus for development

There are no significant areas for development.

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

The pastoral care of children is exceptional. It is inspired by Christian teaching and parents say it goes beyond anything they could have expected. The merit system reflects this and the 'Buster' award, in particular, recognises children who have shown qualities such as compassion and courage. Pupils show real insight into how Christian values underpin their Code of Conduct and this influences how they care for each other. A typical comment from pupils was, 'We are all equally important in school just like the leper had an equal right to be healed by Jesus'. This is a happy school where relationships are clearly based on trust. Great care is taken to listen carefully to the needs of pupils and their families in order to identify exactly where support is needed. This means pupils flourish and achieve their best. The spiritual development of pupils is outstanding because a sense of what is holy is a thread through the whole curriculum. A pilgrimage and 'Christianity days' with their artist in residence enrich their appreciation of religious belief. Pupils make excellent use of time for personal reflection and willingly lead prayers because both play a part in lessons as well

as worship. The school pays particular attention to equipping pupils with the emotional skills to cope with difficult times in their lives. The vicar, for example, devotes time to exploring loss and grief with them. Pupils understand how their charity work is a way of living out Christian values and enthuse about their sponsorship of a child in Africa and their involvement in The Passage, a local charity. Teachers are careful to explore the impact of both wealth and poverty with them so they develop an accurate sense of global issues.

The impact of collective worship on the school community is outstanding.

The Monday Mass is a unique feature of the school and one that has a significant impact on the spiritual lives of everyone involved. Upwards of 30 parents regularly attend and for some this has been influential in helping them integrate into the local community. For others, staff, pupils and parents, it has been the start of a spiritual journey leading to baptism and confirmation. It is clearly a high point in the week for pupils. They readily identify their favourite moments in the service because they understand the meaning of each part of the Anglican liturgy. Pupils are enthusiastic about worship because it is led in a way that keeps them all fully engaged. The themes relate to what they are experiencing in their lives and there are many points at which they can respond as a body. The vicar ensures the Mass is fully inclusive by using different blessings appropriate to the beliefs of those taking part so that no-one is compromised. Each class takes a turn in preparing a presentation for this service and by Year 6, pupils are playing a clear role in leadership. The impact of Monday Mass is sustained through the week because the 'Thought of the week' is the focus of class reflective areas and is explored in later assemblies and lessons. Pupils talk about a sense of joy in worship and it is clearly when the school's values and identity as a Christian community are affirmed.

The effectiveness of the religious education is outstanding.

RE is closely linked to what happens in worship. This integrated approach enriches both areas because it helps pupils to a better understanding of the place of faith in people's lives. The importance of religious learning is established in the Reception class where children are already talking about more intangible ideas such as friendship and love. For Year 6 pupils, a discussion of creation and the relationship between humans and the animal kingdom leads into a candle time reflecting on their own responsibilities. This seamless transition from learning to reflecting on the deeper issues in life is seen in classes throughout the school and is instrumental in pupils' spiritual development. When pupils enter the school their skills are generally below what is expected for their age, although this varies with individual children. Good and often excellent teaching ensures pupils build step by step on their religious understanding and by the end of Year 6 they achieve above average levels. Assessment has been refined since the last inspection to take account of spiritual and moral development and the progress pupils make in RE is now tracked along with other subjects. Teachers use this information to set tasks for higher attaining pupils. However, the staff have high expectations of all pupils and motivate them with interesting and purposeful activities. As standards overall are rising, the objectives for more able pupils may now have to be reviewed. Pupils are all agreed that RE is important. They benefit from an atmosphere of open discussion in lessons, regarding pupils of different faiths as their 'resident experts'. Homework is used effectively to prompt further research together with their families.

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

The inspirational leadership of the vicar and the headteacher is motivated by their Christian faith. They constantly review how well the school meets the challenges of Gospel teaching and keep a watchful eye in order to anticipate the needs of families in the light of changing social and economic circumstances. Improvements, like the 'listening space', are therefore sharply focused on what is needed in order for pupils to flourish. Previously successful ventures are continually built on, such as the introduction of a Christianity day four years ago.

Christian principles are equally at the core of the school's strategic planning. New staff, for example, are appointed not just on the basis of their teaching strengths but for their potential to enhance the spiritual dimension of the school. The school builds on leadership training with the London Diocese so that when unexpected changes occur, colleagues who step into roles are well equipped to maintain the school's Christian ethos. Governors conduct their business mindful of how Christian values shape the school's work and mission. The care of staff and pupils is a priority in setting the budget. Decisions are made to ensure that pupils of all backgrounds have equal opportunities to benefit from curriculum activities and specialist support in developing their gifts and talents.