

Servite Catholic Primary School

URN: 100500

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

28–29 June 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education

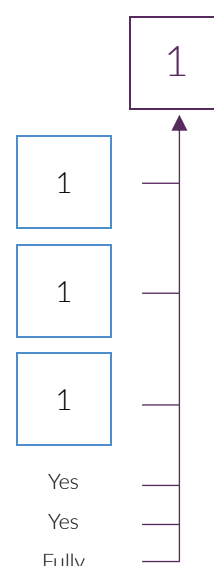
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

The school is fully compliant with all requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



What the school does well

- The school's inspirational vision, which celebrates the uniqueness of each individual, enables pupils to flourish.
- Pupils are provided with a wealth of opportunities to grow in virtue because Catholic social teaching prevails throughout.
- Staff embody Catholic life and mission and are exemplary role models.
- Pupil outcomes in religious education are outstanding.
- The range of liturgical experiences offered enables pupils to pray thoughtfully and reflectively.

What the school needs to improve

- Ensure all teachers continue to adapt tasks in lessons to inspire and meet the needs of all learners.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



The Servite ethos is enthusiastically lived by pupils and staff whose genuine reverence for Mary can be seen throughout the school. Pupils with additional needs have created exceptional artwork depicting Mary the mother of Jesus at the Annunciation. Pupils are proud of their Servite heritage and understand their responsibility to say, 'yes - like Mary'. They love coming to school, feeling safe and secure. They value each other and understand that everyone is created in the image of God. Pupils demonstrate a high commitment to helping those in need and have chosen to fundraise for Kensington & Chelsea foodbank, Great Ormond Street Hospital, The Passage, Calling London and Cafod. They understand that when they are doing this, they are emulating the work of the seven founders of the Servite order and living out the Gospel teachings of Jesus. Pupils value and respect those of other faiths. They explained how we all learn from each other. The behaviour of pupils is exemplary in lessons and throughout the school. Pupils are keen to take on leadership roles and enjoy the associated responsibilities: 'Servite Stewards' lead on caring for our environment, 'Servants of Mary' have responsibility caring for others, and 'Pupil Chaplains' lead in prayer and liturgy. They relish these roles and understand the powerful impact their work has on others and on the planet.

The celebration of the arts is significant and as a result pupils are provided with opportunities to flourish. Artwork depicts the themes of Catholic social teaching; pupils' artwork from recycled materials on the stairwell depicts stewardship. Pupils explore and celebrate their many gifts and talents working on productions and musicals. Pupils, alongside those from other schools in their collaboration, take part in a choir recital in church. This is not only valued by their school communities but has become a significant date in the diary for parishioners of Our Lady of Dolours Servite Church. The most vulnerable are cared for in an exceptionally supportive way. The school social worker supports families in need and further underpins the school's commitment to Catholic life and mission. Everyone including those from other faiths are welcomed in a spirit of generous hospitality. Staff are exemplary role models for pupils. There is

a sense of joy and love in this school. Pupils recognise that staff work tirelessly to make sure they feel safe, valued and secure. The Servite friars have a strong bond with the school and are extremely supportive and generous with their time. The school has a vibrant and well-planned relationships, sexual, health education (RSHE) programme which fully meets diocesan requirements. Pupils enjoy their lessons and enjoy talking about what they have learned.

Blessed Carlo Acutis who was baptised in the Servite Church is a role model for pupils, helping develop an understanding of Catholic life and mission. Leaders have ensured that pupils are familiar with his life and work. Leaders' appointment of a director of religious education whose inspirational vision for Catholic social teaching alongside a social worker across the collaboration has greatly benefited the school. The impact of these appointments is in evidence through the support and care for the most vulnerable. Parents are overwhelmingly supportive of the school. One parent commented: 'The Catholic values and ethos upheld by the school are felt in every activity and every day of school at Servite, and it's especially visible in the children's behaviour, respect and care that they display towards each other and towards the school community (staff, visitors and families).' Leaders are committed to staff well-being and provide the highest levels of pastoral care. They ensure budgets are made available to support staff training - as a result Catholic social teaching is embedded. Governors are highly ambitious for the Catholic life and mission of the school. This is evident in the way they both challenge and support leaders. They confidently set priorities for Catholic life and mission and measure impact thoroughly.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

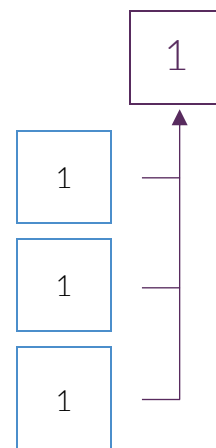
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils have exceptional religious vocabulary. They are highly articulate and display great confidence talking about prior learning. They think deeply and offer highly reflective responses in class. Pupils respond eagerly to a challenging curriculum. As a result, pupils, including disadvantaged pupils and pupils with additional needs, achieve the best possible outcomes in all years and age-phases. In a Key Stage 2 class pupils were learning about ‘the homeless Jesus’ sculptures. Pupils linked this to previous learning on corporal acts of mercy and used silence to contemplate the message the sculptor conveyed. In Early Years (EYFS) classes, highly creative activities, both indoors and outdoors, provided challenging learning opportunities about Jesus and the fishermen. As a result, pupils show notable independence in their learning. In Key Stage 1 pupils demonstrated good subject knowledge as they explored ways in which God is revealed through human experience. Pupils produce high quality work in books. They respond well to feedback and have a good understanding of what they need to do to improve their work. Pupils are highly motivated to produce excellent art pieces and enjoy displaying this throughout the school. Behaviour in lessons is outstanding because pupils enjoy religious education, and they remain fully engaged even in extended periods without direction from an adult. Pupils achieve above average attainment in religious education. They explained that teachers expect them to work hard; sometimes the work is challenging but that they are always given guidance and time to improve their ideas.

Teachers have a high level of confidence based on authentic subject knowledge and teaching expertise. The highly knowledgeable religious education director models teaching and learning. The subject leader for religious education’s vision for her subject combined with training from an external consultant has resulted in a staff that demonstrates a deep commitment and high expectations for religious education. They communicate this highly effectively to their pupils. Teachers highly skilled questioning identifies where pupils are in their understanding. In Key Stage 1 teachers consistently adapt tasks to meet the needs of all learners. There is evidence of this in Key Stage 2, however this is not yet a consistent feature of the new curriculum. Celebration

of effort is clearly evident, leading to high levels of motivation from pupils. Teachers provide pupils with relevant and specific feedback which ensures that all pupils clearly understand what they need to do to make progress in their learning. Teachers have a profound understanding of the impact religious education has on the moral and spiritual development of pupils and their ability to meaningfully make sense of their experience of the world. Hence, teachers give pupils space and time for purposeful reflection in lessons and include opportunities to present their learning using a wide variety of forms of expression.

The challenge of implementing the new *Religious Education Directory* has required continual professional development to ensure staff have a thorough understanding of its content. This has been very well achieved as religious education is taught in an imaginative, creative and aspirational way. Leaders have ensured that the subject is very well resourced. A rigorous and self-reflective monitoring process has ensured leaders have a clear understanding of what they need to do to further develop and enhance their curriculum. Professional development has focused on implementation and next steps to ensure learning is scaffolded and adapted in every lesson, and this is beginning to have an impact on pupil achievement. The subject leader for religious education together with the director across the collaboration have an inspiring vision of outstanding teaching and learning and a high level of expertise in securing this vision. They constantly engage in meaningful discussions about how to improve teaching and learning in religious education. Hence the quality of the curriculum is exceptional. Leaders' pioneering efforts to introduce this new curriculum have identified areas of the programme that need further development as well as ensuring pupils are offered a curriculum that is highly aspirational.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

1

Pupils are invited to worship God in spirit and in truth. In a Key Stage 2 assembly pupils focused on how they had been the 'Body of Christ' and shared examples of how they achieved this by ensuring they demonstrated their faith in action. Pupils gave tangible examples of how they did this and exhibited a deep sense of reverence and prayerfulness. Currently pupils are focusing on the 'Our Father' which is displayed in the hall in six different languages celebrating the school's diversity. Pupils enjoy singing to enhance liturgy. They use scripture and reflection appropriately as opportunity for prayer. Awe and wonder are reflected in liturgy through stories and the use of artefacts and resources. Pupils enjoy working collaboratively to plan prayer and liturgy and engaged deeply to consider creative ways to ensure their peers have meaningful experiences of prayerful reflection. Pupils evaluate their liturgy carefully and consider how they can improve on it the next time. They explained the importance of experiencing God's presence. They are deeply influenced by the life of Blessed Carlo Acutis, identifying with him as an inspirational model of Christ. Pupils including those with additional needs recognise that the adjoining Church provides them with a place of peace and sanctuary, and they enjoy the importance of prayerful silence.

Scripture is used very effectively and is the inspiration for prayer. Pupils are offered opportunities for prayer and liturgy throughout the liturgical year and at significant moments such as the recent crowning of Our Lady in May. Staff appreciate leaders' commitment to ensure training provision for prayer and liturgy is prioritised, engaging and of a consistently high quality. One staff member commented: 'My class particularly love to be creative with their prayer and liturgy, as they feel it brings them closer to God. The support system from leaders is consistent and helpful, and our shared prayer in our morning meeting is always a moment of solace before our busy day.' There is a naturally embedded daily pattern of prayer. Traditional prayers and other common prayers of the Church are offered and there is a devotion to Our Lady exemplifying the charism of the school. Staff recognise the contribution and support of the friars in modelling engaging experiences of prayer and liturgy for pupils. Families are encouraged to

attend prayer groups, choir services and Masses. This spirit of co-operation has led to a vibrant spiritual community of faith. Teachers make extensive use of the Servite church. Pupils use the church to understand how God is revealed in tradition through looking at the font, the candles and the tabernacle.

The carefully drafted prayer and liturgy policy ensures that prayer experiences are vibrant and meaningful across the school. Pupils understand the importance of prayer in their lives as evidenced in a Year 6 liturgy where the pupils prayed for a successful transition to their new schools. It was a moving liturgy where pupils clearly demonstrated the importance of prayer in their lives. They were secure and confident in revealing their thoughts in a spontaneous way. This powerful liturgy evidenced how well leaders prepare pupils to lead prayer as they progress through the school. Leaders work closely with the friars to plan weekly Masses and on holy days of obligation. Pupils eagerly take on ministries within the Church and enjoy being altar servers and reading at Mass. The Sacrament of Reconciliation is offered during Advent and Lent. Leaders have ensured that the three pupil leadership groups play a significant role in planning and developing vibrant, engaging prayer and liturgy for all. Leaders, including governors, ensure provision for prayer and liturgy is prioritised when setting budgets and allocating resources. They thoroughly evaluate the quality and impact of prayer and liturgy and ensure it is embedded in the school's cycle of self-evaluation and planned improvements. The voice of pupils and other relevant stakeholders are an integral and valued part of the school's evaluation of prayer and liturgy.

Information about the school

Full name of school	Servite Catholic Primary School
School unique reference number (URN)	100500
School DfE Number (LAESTAB)	2073613
Full postal address of the school	Servite Catholic Primary School 252 Fulham Road, Chelsea. SW10 9NA
School phone number	02073522588
Exec Headteacher Headteacher	Kathleen Williams Amie Kelleher
Chair of Governors/Trustees	Seana Bengtsson
School Website	www.serviteprimaryschool.co.uk
Trusteeship	Order of Servants of Mary - Servite
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	October 2017
Previous denominational inspection grade	Outstanding

The inspection team

Evelyn Ward
Tim Hallett

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement