



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

SAVIO SALESIAN COLLEGE

BOOTLE

Inspection Date Wednesday 19 June 2013

Inspectors Deacon Paul Mannings Mrs. Barbara Melia

Unique Reference Number 104959

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic voluntary-aided, mixed comprehensive

Age range of pupils 11-16

Number on roll 619

Chair of Governors Mr. J. Toye

Headteacher Rev. G. Briody SDB

School address Netherton Way
Bootle
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Date of last inspection Monday 22 June 2009

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- Savio Salesian College is a voluntary-aided, 11-16, mixed comprehensive.
- The school is under the trusteeship of the Salesians of St. John Bosco.
- There are 619 pupils on roll of whom 91% are baptised Catholic, with 6% from other Christian denominations and 2% from other faith or religious traditions.
- The majority of pupils are drawn from associated Catholic primary schools in the pastoral area.
- There are 47 teachers of whom 55% are Catholic.
- The Religious Education department has three qualified, full-time members.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

Overall effectiveness:

Savio Salesian College provides good Catholic Education.

Inspection Judgements

The extent to which the pupils contribute to and benefit from the Catholic Life of the school.

- The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- The Salesian charism is the mission of the school. Pupils can articulate how this is lived in school and in the wider community.
- Pupils speak about being members of a worldwide Salesian community. This means they have practical aid links with other countries. They are invited to journey on pilgrimage to other Salesian schools and centres.
- Pupils are proud of their school. They appreciate their pastoral care is an essential part of Catholic Life. It inspires them to do their best. Pastoral care promotes a culture of pupils' personal confidence. It provides their confidence to respect the beliefs and views of other people.
- Pupils regard chaplaincy as integral to their care. It encourages their practical involvement with numerous fundraising and social projects. Chaplaincy is founded on community sharing. They feel part of the provision. They regard chaplaincy as integrally involved within their home and parish communities.
- Pupils recognise the bond between chaplaincy and Religious Education. The latter too impacts on their community life through the provision of a curriculum focused on living the Gospel in their contemporary world.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils show good levels of achievement and attainment in Religious Education.
- In Key Stage 3 significant development has taken place in raising attainment. Initial school assessment in Year 7 shows a high percentage of pupils working within Levels 1 - 3. In the period of 2011- 12 the majority of pupils have been making three or more levels of progress. By the end of Key Stage 3 in June 2013, some 63% of pupils have progressed to within Level 5 or higher. This strongly underpins the route toward higher percentages achieving GCSE grade C or above
- Notably in the same period increased attainment at Key Stage 3 has begun to impact in Key Stage 4 with the rising pass-rate for GCSE in Year 11. This takes account of greatly increased GCSE full course entry for some 90% of pupils. In 2011 results were 49% A* - C and for 2012 were 46% A* - C.
- Pupil performance at GCSE is a noted departmental area for continued development from good to outstanding. This includes assessment matched to levels of attainment and GCSE grading. There is a departmental expectation for 2013 GCSE A* - C results to meet or exceed the national average.
- Raised achievement and attainment is supported by focused improvement in learning and teaching. A key supporting factor is pupils respect for Religious Education. Consequently they are increasingly highly motivated. Pupils' behaviour in class is outstanding.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- They have maximum opportunities for participation and leadership.
- They value class and form group prayer and worship as quality time to gather their own thoughts and maybe reflect.
- Pupils clearly understand the relationship of Collective Worship themes to their living of Christian values. They appreciate this link as a practical challenge to monitor their Christian response. For this reason they value question and answer sessions in Collective Worship. They respond well in offering their own opinions.
- Pupils regard the themes to be inclusive. There are focuses on social and moral issues. They are particularly interested in the occasions to share the beliefs and values of other world faiths and religions.
- Collective Worship increases their confidence to share beliefs and opinions.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning in Religious Education is good.
- Outstanding and good elements include strategic planning. There is high impact assessment for learning. With interest and enthusiasm pupils remain on task and make progress. There are wide ranging activities.
- The few areas requiring improvement should focus on increased challenge for pupils. There should be a variety of tasks to stimulate this challenge.
- The school with departmental support has made headway in improving learning and teaching. The process is thoroughly monitored and supported by planned improvement.
- Differentiation is embedded in all content and in the allocation of time. Individual pupil performance is tracked.
- Marking and annotation is positive and encouraging. Targets and assessments give pupils clear guidance on how to improve by up to three levels.
- Assessment tasks have been particularly well developed. In Key Stage 3 results are recorded in pupils' books and accompanied by indicators for improvement. In Key Stage 4 the grade tracker accompanied by assessment details is specifically helpful.
- Formative assessment in class is a specific area of outstanding and good practice. Levels of attainment are used as benchmarks for direction. They are understood by pupils and offer clear direction for independent and group tasks. In peer assessment they are used informatively.
- Teachers have strong subject knowledge and deliver with confidence. This has contributed much to pupils' increased positive perception of Religious Education. This is further enhanced by opportunities in class for pupils to celebrate achievement.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the Religious Education curriculum promotes pupils' learning is outstanding.
- The Key Stage 3 programme has been completely overhauled. The programme for GCSE is well suited to pupil progress.
- GCSE full course over two years is now available to all. All programmes are supported by assessments.

- Areas of study are supported by effective resources. Teachers are encouraged to use their own expertise in tailoring content for their own use.
- There is effective use of Scripture. This is supported by links to pupils' own faith development. Pupils are confident to use Scripture and to ask relevant questions.
- Church teaching is presented accurately and in-depth. Pupils are experienced in relating this to practice.
- The time allocation is 8%, with 10% for GCSE. Provision has steadily increased in recent years. Whilst a 25 period timetable is in operation provision should never be decreased below 8%. Should future provision increase to thirty periods, the full 10% would be required.
- The curriculum provides maximum support for pupils' spiritual and moral development.
- The content and its presentation match the requirements of the Religious Education Curriculum Directory for Catholic Schools and Colleges in England and Wales – 2012.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- There is daily form time and weekly year group provision.
- Provision is thoroughly monitored through learning walks. Senior leadership and year heads are included in the process. Areas of good practice are shared. In – service is regularly offered. This is for new staff and students. Annual training is provided for all staff.
- Collective Worship is successful because of the coordination team. Particular note must be made of their provision of outstanding resources. They amplify the school's commitment to Values for Living. This informs the themes and Liturgical celebrations.
- Collective Worship is successful because participating staff and pupils are inspired to add their personal expertise to the themes. They are encouraged to lead and present according to their own direction.
- Provision is made for staff prayer and worship in daily briefing. They participate also amidst the pupil worshipping community so emphasising its Collective nature.
- Retreat provision is wide and varied. The content is exciting and includes fun days away and the preparation of liturgical worship. This promotes the many dimensions of prayer. It increases understanding of the concept of prayer in action.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting and developing the Catholic life of the school and show good understanding of and commitment to the Mission of the Church.
- The Mission of the school is lived in community.
- Planned development of Catholic Life is identifiable through the Section 48 Self-Evaluation. This document provides guidance for the work of the Catholic Ethos Committee. Membership includes governors and senior leaders.
- Progress is identifiable through reports to governors. These include details of involvement in all voluntary activities for the common good. They also include responses from all departments about their contribution to Catholic Life.

- The head of Religious Education is the post – holder for the temporary position of assistant head responsibility for social, moral, cultural and spiritual development. The successful impact of this post cannot be under–estimated. There is facilitated inclusion of chaplaincy, Collective Worship and Religious Education. Here again, Christian Values forms the essence of planned experiences for enrichment of Catholic Life.
- A particular strength of school chaplaincy is its broad remit of time for engaging with others. Members of chaplaincy have outreached to local clergy. Several in return regard the school as truly Catholic in aims and actions.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers provide outstanding monitoring and evaluation of Religious Education. Together they plan and implement improvement to outcomes for pupils.
- The headteacher is the line manager. He is accountable directly to the chair of governors and Ethos Committee. Together with the head of department they have re-structured the delivery of Religious Education. It is now one cohesive and full-time department. This has reinforced a united sense of purpose and commitment. There is liaison and sharing.
- Governors and senior leadership use the Section 48 Self–Evaluation Document as the basis for their annual scrutiny of pupil performance. The head of department is accountable. Challenging targets are set.
- Consequently the department has been secured to enable its head to lead and manage at an outstanding level. There is an enriched curriculum. Learning and teaching is paramount. This has resulted in increased pupil and staff performance.
- Leaders of Religious Education know how to maintain progress and so keep it at the core of Catholic Life.

What the school needs to do to improve further:

- Continue to move effectively toward outstanding by:
 - Raised GCSE performance that reflects levels of progress made by all pupils at the end of Key Stage 3.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate