



Divine Saviour Catholic Primary School

URN: 146922

Catholic Schools Inspectorate report on behalf of Cardinal Vincent Nichols, Archbishop of Westminster

25–26 January 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

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

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

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

1

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

Yes

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

Yes

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

Fully

What the school does well

- Leaders, including Governors, are highly ambitious in encouraging the whole community to live out its Catholic life and mission in an authentic way that resonates through all aspects of this outstanding Catholic school.
- The exceptional partnership between parents, school and parish in promoting Catholic life and mission successfully roots the school community in the universal Church.
- Pupils are very proud of their school and demonstrate strong relationships based on courtesy, consideration for others and mutual respect.
- Pupils are religiously literate and enjoy their lessons in religious education.

- Outstanding prayer and liturgy opportunities inspire the whole school community to take action for the common good.

What the school needs to improve

- Develop strategies to enable pupils to articulate their learning with confidence in order to achieve greater depth in religious education outcomes.
- Embed Catholic Social Teaching across a wider range of curriculum areas to further encourage pupils to make dynamic links between learning outcomes, faith and actions which promote social justice.
- Harness the school's embedded tradition of welcome to support the children's learning of other faiths through the curriculum and the celebration of other cultures.

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

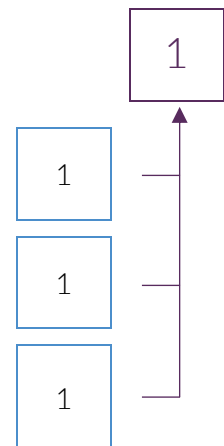
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Divine Saviour is an exemplary Catholic school which embodies its mission, 'Learning to live like Jesus through love, truth and understanding.' Pupils articulate, with outstanding clarity, the many ways they contribute to the Catholic life and mission of the school as well as how they benefit from it. They understand that the Church calls them to action and, as one pupil said, 'We do things to respond to the Gospel.' When encouraged to explain this, pupils were able to quote words from scripture, such as, 'We love because He has loved us,' and explained the significance of the Beatitudes. Pupils are encouraged in their actions by pupil chaplains, Mini Vinnies, the Eco team and house captains amongst other groups. They have inspirational ideas for fundraising. An example of such a fundraiser for Cafod is the school's 'Words for our World,' where pupils donate money for a passport which entitles them to read a range of fiction and non-fiction books with stories from around the world and then indicate on their passport the different countries they have read about. Pupils are also actively engaged in their local community, as well as the national and international community, supporting the local food bank, joining choirs with a local special school, making Christmas decorations for children in hospital for the Starlight foundation, singing for Christian Aid and raising substantial funds for a school in the Congo with the motivation, 'a feel of Africa in Abbots Langley.' The commitment of parents, parish and school to its mission is abundantly clear, with a parent commenting, 'The ethos of respecting each person as an individual runs deep through the school.'

The mission of Divine Saviour is embedded in every aspect of school life. From the school's website which is a true reflection of pupils' lived experience at school, to the immaculate school environment and outstanding pastoral care shown for each pupil, this school is energised by its commitment to its mission. Pupils are provided with a wide range of opportunities to grow in

faith. These include opportunities such as their involvement with the Electric Umbrella, an interactive music experience with learning disabled people and their fundraising efforts for a wide range of charities. Pupils and staff are actively involved with other schools in the academy trust which provides them with rich experiences such as chaplaincy training, opportunities for developing their mission, moderation and sharing best practice. They also have strong links with the diocese and contribute to many diocesan initiatives which benefit both staff and pupils in ensuring the school keeps up to date with current initiatives. The provision for relationships and sex education (RSE) is exceptionally well considered and firmly rooted in the teaching of the Church. The school supports their RSE curriculum with additional materials, such as Watford football club's resource, 'Positive minds, mental health awareness booklets.' Pupils are well supported in their learning by the local police, and engage with sensitive topics with appropriate resources like the Eve appeal for teaching FGM.

Leaders, including governors, are outstanding role models for the pupils, understand the school's needs implicitly and are clearly exceptionally passionate about its mission. This is reflected in the pride pupils have in their school and in their relationships with one another. The religious education lead is very knowledgeable and has taken every opportunity to keep up to date with the latest diocesan initiatives and training with other schools within the academy trust. They are open and honest about areas for development and strongly encourage pupil voice. This is a school that listens to the pupils and encourages them to have their voice heard. They have invested time and effort into ensuring that Divine Saviour is a beacon of hope for Catholic life and mission in their community and beyond.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

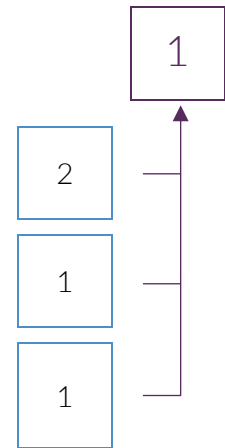
How well pupils achieve and enjoy their learning in religious education

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 enjoy their learning in religious education and display positive attitudes. They are developing secure knowledge that reflects the learning required by the *Religious Education Curriculum Directory* and are religiously literate. Pupils in Reception are making a very good start to learning around the objectives in the new curriculum and their knowledge is strong. The typicality of teaching is good, and pupils are generally responsive to teachers' questions. Teachers review prior learning in lessons, however this is not consistently linked to current learning so knowledge is not always embedded, and pupils sometimes find it challenging to articulate connections. Some lessons observed were heavily teacher directed and, as a result, pupils were not given sufficient opportunities for reflection and independent outcomes. In the best lessons, teachers gave pupils the opportunities for activities where they could collaborate on a variety of tasks and have the chance to think independently. The inclusion of Catholic Social Teaching across the curriculum is beginning to show positive outcomes. For example, in a lesson about the potential roles of laity in the parish community, it was evident that pupils had been exposed to the teachings of 'human dignity' in their responses, such as, 'we could have a craft club for children with disabilities,' and 'clubs for the elderly.' Pupils are confident when using the Bible for reading and research and, as one Year 6 pupil said, 'Over the years we have practised using the Bible to help us in religious education.'

The curriculum for religious education is exceptionally well planned, carefully considered, reviewed and adapted to empower teachers to aspire to high standards for the pupils. Teachers are becoming adept at linking RE lessons to real life, a result of the school's decision to begin to embed Catholic Social Teaching within each area of the curriculum to ensure pupils are encouraged to put learning into action. This is part of an ambitious development plan to include Catholic Social Teaching across all subject areas. Teachers are confident and have a secure

subject knowledge as a result of outstanding professional development. They provide constructive feedback to pupils and are beginning to see the benefit of allowing them time to respond to reflection questions. Teaching assistants are proactive in their support of pupils in all classes and are used effectively to support pupil progress. The planning for teaching of other world faiths is part of the developing curriculum review process.

The monitoring of religious education by leaders is rigorous and robust. Feedback is acted upon swiftly. As a result of strong leadership, teachers are confident and committed to the teaching of this subject. The religious education lead is passionate and ambitious about her leadership role and has a clear vision for the subject. Supported very ably by the head teacher, her high expectations ensure that religious education remains at the centre of all learning. Leaders and governors ensure that the curriculum for religious education is matched in a dynamic and creative way to the Directory and this results in strong pupil enjoyment of the subject. The governing body receive termly reports on achievement and progress in religious education from the head teacher and this feeds into the self-evaluation cycle. Professional development is a priority and, in discussions with staff, it was clear that training to suit the needs of each staff member is highly effective. Religious education is clearly a priority at Divine Saviour and this is evident in the excellent resourcing, timetabling, staffing and accommodation afforded to it. The leadership team are very open and honest about areas for improvement in RE and their self-evaluation of the subject is accurate and robust.

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 at Divine Saviour are part of a school community that engages them in exceptional experiences of prayer and liturgy and encourages them to take a leading part in planning, leading and evaluating all forms of collective worship. The variety of ways of praying have inspired pupils to take action and they can articulate these with confidence. One Year 5 pupil explained that, for example, their focus on the theme of 'discipleship' encouraged them to choose the parable of the 'lost sheep' and they supported their peers in linking the scripture reading to reflect, 'If you see someone is angry on the playground or in a club, please give them a second chance, be ready to forgive and welcome them back as a friend as Jesus does.' Pupils spoke with confidence about prayer and liturgy that has had an impact on their lives such as on the Feast of All Souls where they used an Ofrenda to collect photos of loved ones who had died so that could be remembered as a community. Pupils display outstanding abilities in evaluating prayer and liturgy in the school. One pupil said, 'During response to the word, children shared personal experiences. Many of us have given food/money to homeless people. We felt so happy that we were able to help.' And another responded, 'I liked that we think of people who need new things.' In the parent survey, one parent commented, 'There are lots of opportunities and reminders/encouragement to engage in prayer and worship with our children.'

The provision for collective worship is outstanding and the school has ensured that resources of high quality are used to great effect in supporting pupils in a variety of ways. The relatively new school chapel is an example of this. Pupils use this as a central focus for prayer and liturgy and are given opportunities to pray in a variety of ways. For example, the Year 6 pupil chaplains work on a rota system to be in the chapel to support all pupils with a variety of pastoral care needs. They also have a programme of prayer for the chapel that links with the liturgical year. The school chapel is highly valued by all members of the school community. Governors and staff were

exceptionally proud of the fact that the Sacraments of Baptism and first Holy Communion had been held in the school chapel for pupils and families. The school is committed to linking the prayer life pupils experience at school to prayer life at home and families can avail of a weekly home family prayer to support this. In addition, resources such as the travelling crib, prayer bags for each year group and a 'prayer bear' for younger children encourage pupils to witness to prayer in school, at home and through their actions in the community and beyond.

Leaders at Divine Saviour ensure that the experience of collective worship for the whole school community is thoughtfully considered and expertly planned. With the support and vision of the head teacher and religious education lead, prayer and liturgy is role-modelled by all staff, including support staff. This encourages outstanding relationships between staff and pupils and as one staff member commented, 'I believe we hold God at the centre of our school, and this is reflected in the way the children treat each other'. Training is provided systematically to support members of staff at all levels and leaders are honest in their feedback to staff about areas for development. Governors are clearly committed in their support for the school's cycle of collective worship and are regular visitors to the school. The school's monitoring schedule is designed to support all aspects of collective worship within the school, including self-evaluation by the pupils. Pupils attend Mass in the local parish regularly, including a monthly school Mass on a Sunday, and can avail of the Sacrament of Reconciliation during Advent and Lent. It is evident that leaders, including governors, place the highest priority on the quality and impact of prayer and liturgy, giving pupils a strong voice to become an integral part of the school's evaluation, which contributes to the outstanding practice within the school.

Information about the school

Full name of school	Divine Saviour Catholic Primary School
School unique reference number (URN)	146922
School DfE Number (LAESTAB)	9193410
Full postal address of the school	Divine Saviour Catholic Primary School, Broomfield Rise, Abbots Langley, WD5 0HW
School phone number	01923265607
Headteacher	Helen Wilson
Chair of Local Governing Body	Brian O'Loughlen
School Website	http://www.divinesaviour.herts.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	All Saints Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	24 March 2017
Previous denominational inspection grade	Outstanding

The inspection team

Monica McCarthy
Christine Curtis

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