

Inspection of Servite Roman Catholic Primary School

252 Fulham Road, London SW10 9NA

Inspection dates: 8 and 9 December 2021

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected since June 2007.

What is it like to attend this school?

Servite exudes a strong sense of community and togetherness. Pupils, staff, and parents and carers said that they are proud to be a part of this happy and caring school. The warm and nurturing relationships that exist between pupils and staff are at the centre of the school's success.

Leaders have high ambitions for all pupils and support them in imagining possibilities. Pupils recognise this and aspire to 'living a life without limits'. In lessons, they work hard and have determination to do their very best. Pupils are respectful and have exceptional attitudes towards learning. Behaviour is exemplary.

At playtimes, pupils from different year groups play together harmoniously. Pupils feel safe. They know what bullying is. They said that it is rare because they 'know how to love and care for each other'. Pupils are confident that staff would sort out any bullying or racist incidents if these were to happen.

Pupils experience a range of activities both in and out of school. They visit lots of places linked to the subjects they are studying.

Parents are extremely positive about the school. One parent's view echoed that of many others when they said: 'The school environment is special and very supportive of children's development, learning and well-being.'

What does the school do well and what does it need to do better?

Leaders have developed a well-planned and exciting curriculum. They build in regular opportunities, 'milestones', to check that pupils are on track to learn and remember what they need to know. Pupils benefit from a consistently high-quality education across all subjects. Pupils confidently explain what they know. They understand the research that underlies how they use their long-term memory to remember important knowledge. They draw on a wide range of knowledge that they have learned in the past. Teachers enable this by revisiting content at the start of lessons.

The school is inclusive. Staff show commitment to ensuring that 'no child is left behind'. Leaders focus on all pupils, including those with special educational needs and/or disabilities, in keeping up with what they need to learn. Teachers make sure that individual pupils have what they need to learn well. Teachers check regularly how well pupils are doing.

Staff contribute strongly to the shared vision that all pupils must become fluent readers. Leaders put great emphasis on reading. In Nursery, staff provide many opportunities to prepare children to become readers, such as through rhymes, stories and songs. This prepares children well for starting the phonics programme when they start Reception. Pupils enjoy reading the diverse range of texts available in the well-stocked, attractive book areas. They work with local and national theatre

companies to retell and perform stories from different countries and cultures. All staff receive regular training in teaching phonics. Pupils achieve consistently well in reading, writing and mathematics. They also achieve highly in the other subjects they are taught.

In mathematics, teachers support pupils in their understanding of concepts. Children in Reception develop secure knowledge of numbers to 20. As they move through the school, pupils become increasingly confident in applying their knowledge of number to more complex mathematical concepts. Pupils appreciate the balance between the challenging work and the fun learning opportunities. Pupils confidently use a range of strategies when they get stuck.

Leaders have created a positive environment that reflects the school's motto: 'learning to love, loving to learn'. Staff inspire pupils to learn. Fostering this love of learning begins in early years. Staff encourage children's participation in a range of carefully planned activities. These experiences link to all the areas of early years development. Pupils become highly motivated, enthusiastic and independent learners.

The school's provision and curriculum to support pupils' personal development are exceptional. Teachers train pupils in Year 6 to lead 'pupil circles'. These provide pupils with opportunities to discuss issues such as diversity, discrimination and tolerance of each other's views. Pupils feel that adults listen and respond to their ideas.

Pupils actively help local charities. They proudly live up to the school's value of 'showing love and faith by serving others'. Staff support parents as well as pupils in offering care and guidance. The school's social worker, mental health practitioner and external agencies support the mental health of pupils, staff and parents.

Staff members work as a close team to ensure that the school's values and procedures are consistently promoted and followed in all that they do. They are well-trained and supported in meeting the needs of all pupils so they can flourish. Staff are unanimous in their view that they are proud of, and enjoy working at, the school. They said that staff well-being is always a priority and that while leaders' expectations are high, they feel supported and trusted.

Safeguarding

The arrangements for safeguarding are effective.

Leaders give safeguarding the highest priority. They carry out all the necessary recruitment checks before adults start to work in the school. They keep detailed and comprehensive safeguarding records.

Staff are well-trained in knowing how to spot and support vulnerable pupils. Staff are clear about the procedures for reporting concerns about pupils' welfare. Leaders

are proactive in preventing situations from escalating. They take swift action to get families the help they need.

Pupils are safe and well looked after. They know how to keep themselves safe. They can confidently explain how to stay safe online and in their local community.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100500
Local authority	Kensington and Chelsea
Inspection number	10199436
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	219
Appropriate authority	The governing body
Chair of governing body	Seana Bengtsson
Headteacher	Kathleen Williams (Executive Headteacher) Claude Gauci (Head of School)
Website	www.serviteprimaryschool.co.uk
Date of previous inspection	6 and 7 June 2007, under section 5 of the Education Act 2005

Information about this school

- The school's most recent section 48 inspection took place in September 2017.
- The school is part of a collaboration with two other primary schools. All three schools share the same executive headteacher.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Meetings were held with the executive headteacher, the head of school, senior leaders, the special educational needs coordinator, a range of staff, four members

of the governing body, two primary advisers from the diocese and a local authority representative.

- The inspectors carried out deep dives in these subjects: reading, art and geography. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors scrutinised a range of curriculum plans and documents, including the school's self-evaluation of the work it does and the school improvement plan.
- Inspectors reviewed safeguarding arrangements by scrutinising documentation, checking the single central record and by talking to leaders, staff and pupils.
- The inspectors considered the views of parents and staff through Ofsted's online surveys, including 59 free-text responses to Ofsted Parent View and 28 staff responses.
- The inspectors visited the breakfast club run by the school.

Inspection team

Lascelles Haughton, lead inspector

Her Majesty's Inspector

Jonathan Newby

Ofsted Inspector

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