

Inspection of St Saviour's Catholic Primary School

10 Bonfield Road, Lewisham, London SE13 6AL

Inspection dates: 25 and 26 March 2025

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade **Good**

What is it like to attend this school?

The school values of courage, respect and unity are shared and lived out by pupils. Pupils enjoy coming to school and they appreciate the strong and supportive relationships that they develop with staff. They are happy here. Parents and carers appreciate the nurturing family environment that the school has created.

The school's high expectations for pupils' achievement are clear across subjects. Pupils rise to these expectations and achieve well. They take pride in producing work of good quality. Pupils, particularly pupils who are disadvantaged, benefit from the school's strong support and guidance. This helps to keep everyone on track with their learning.

Pupils take on various leadership roles at the school, such as being members of the school council. They take these responsibilities seriously and they help to develop pupils' character. This is because the school ensures that pupils have the support needed for them to be successful in carrying out their leadership roles.

Pupils behave well. They are responsible and kind. Their positive attitudes and approach to work support their learning. Pupils are safe and feel cared for well. They have adults that they can speak to if they have any worries or concerns. This helps to make sure that the school is a caring community.

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

The school has implemented an ambitious curriculum that is based on the aims and the objectives of the national curriculum. Pupils' learning is sequenced well from the beginning of the early years to the end of Year 6. The curriculum is taught with expertise and this enables pupils to achieve highly in a broad range of subjects. Leadership at all levels is strong. It focuses well on ensuring that pupils' outcomes are positive.

In most subjects, staff routinely check how well pupils are learning. This enables them to identify and address any gaps in pupils' learning. However, in a minority of subjects, this approach is not as well established. This is particularly in subjects where the school's curriculums are newer. As a result, gaps in pupils' learning are sometimes overlooked. When this happens, it hinders pupils from building their knowledge as securely as they could.

Following the below-average results in the 2024 phonics screening check, school leadership has successfully strengthened the teaching of early reading. Leaders have put in place an effective phonics curriculum. This gets underway from the beginning of the Reception Year. The school's professional development for staff has helped to ensure that the programme is delivered well. Staff are quick to spot and address any gaps in pupils' knowledge. When needed, targeted extra help with reading is put in place for pupils. Across the school, pupils have access to and explore high-quality texts. They love to read and enjoy listening to stories. As a result, current pupils are achieving well in reading.

The school ensures that pupils' needs are quickly identified when they join the school. Pupils with special educational needs and/or disabilities (SEND) are well supported. Additional support is carefully designed and checked to ensure that it has the intended impact on helping pupils to learn the curriculum. If it is not, the school adapts this support quickly. Additionally, staff receive training and guidance to allow them to skilfully support pupils with SEND to progress successfully through the intended curriculum.

From their first days in school, pupils learn what is expected and how to behave. Across year groups, behaviour is positive. Pupils are eager to learn and they enjoy school. Currently, however, attendance is not as high as the school would expect. The school has put in place a clear strategy to improve this. This includes working closely with parents and external agencies. This work is having a positive impact, as shown by improved rates of attendance.

Pupils greatly benefit from the school's extensive personal development programme. They have access to a wide range of clubs, from cheerleading to typography. Through visits to important London landmarks such as the Houses of Parliament, pupils enjoy discovering their city. They develop their cultural understanding and enhance their learning of the fundamental British values.

In the early years, the school strongly focuses on promoting children's personal, social and emotional development. This continues into Year 1 all the way up to Year 6 through the well-considered personal, social and health education curriculum. Pupils learn how to keep themselves mentally and physically healthy and how to stay safe online. The school has thought carefully about when and how to deliver relationships education so that it has the most purposeful impact on pupils' learning.

Governors provide valued support to the school. The governing body maintains appropriate strategic oversight to ensure that the school maintains a high-quality education for its pupils.

Leaders pay careful attention to staff workload and well-being. Staff receive personalised professional development, which supports them to be successful in their roles. They enjoy working at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a minority of subjects, the school's checks on how well pupils have learned and remembered important knowledge are not fully effective. This means that there are times when gaps in pupils' learning are not identified or addressed, which then results in pupils not building their knowledge as well as they could. The school should

strengthen its approaches for checking pupils' understanding of subject content across the curriculum.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100733
Local authority	Lewisham
Inspection number	10377447
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	209
Appropriate authority	The governing body
Chair of governing body	Valerie Simpson
Headteacher	Margaret Ryan
Website	www.stsaviours.lewisham.sch.uk
Dates of previous inspection	6 and 7 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school has appointed a new headteacher since the last inspection.
- The school uses no alternative provision.
- The school has a Roman Catholic ethos. The school's last Section 48 inspection was in December 2024.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, other senior members of staff, governors, representatives from the diocese and representatives from the local authority.
- Inspectors carried out deep dives in these subjects: art and design, early reading, geography and mathematics. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum for some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the views of parents shared through the online survey, Ofsted Parent View, including parents' free-text comments. Inspectors gathered the views of pupils and staff through Ofsted's online pupil and staff surveys, as well as through discussions conducted throughout the inspection.

Inspection team

Luke Stubbles, lead inspector

His Majesty's Inspector

Ann Pratt

Ofsted Inspector

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