

Savio Salesian College

Inspection report

Unique Reference Number	104959
Local Authority	Sefton
Inspection number	336394
Inspection dates	9–10 December 2009
Reporting inspector	Allan Torr HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	680
Of which, number on roll in the sixth form	54
Appropriate authority	The governing body
Chair	Mr T Lawless
Headteacher	Father J Briody
Date of previous school inspection	6 June 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 35 lessons and held meetings with governors, staff, and representatives from the local authority, and four groups of students. They observed the school's work and scrutinised a wide range of documentation, including 99 questionnaires returned by parents and carers and 138 questionnaires returned by students.

- the quality of teaching and learning and how much progress different groups of students make in lessons – particularly in mathematics
- the quality of provision for students looked after by the local authority and those with special educational needs and/or disabilities, to determine whether their outcomes are similar to other students'.

Information about the school

Savio is a smaller than average secondary school. Over 98% of students are White British and around 56% of students are boys; this is above the national average. Around one third of students are eligible for free school meals; this is more than twice the national average. Approximately one quarter have special educational needs and/or disabilities, which is above the national average. The school was designated with specialist status for business and enterprise in 2006. The school has gained awards for vocational education and for work-related learning and enterprise. The school's site is shared by a city learning centre which provides community facilities for information and communication technology (ICT).

The school runs a breakfast club before school for seven hours a week.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

1

Main findings

Savio is a good and rapidly improving school. Some aspects of its work are outstanding. Much of this is down to the excellent leadership of the headteacher and his team of senior leaders who have very high expectations and ambitions for the students. The headteacher is a highly visible and reassuring figure who has engendered confidence in staff and students. The college has successfully invested a great deal of time in the professional development of the staff. Many teachers are either studying for higher-level degrees, taking management courses or higher-level qualifications. Most strive towards excellence in their teaching. Self-evaluation and accountability run throughout each department. Governors provide excellent levels of challenge to all departments, ensuring that targets, provision and outcomes continue to improve. Students' achievement, the quality of teaching and the outstanding care and guidance indicate a track record of improvement over the last three years. As a result, the school has excellent capacity for further improvement.

Students enter Year 7 with below average literacy skills and slightly below average skills in mathematics. They make good progress. Results at the end of Key Stage 4 show a year-on-year increase in GCSE passes. In 2009 over 80% of students achieved five GCSEs at grades A* to C, which is well above the national average. Nevertheless, overall attainment is broadly average because when English and mathematics are included the proportion of students attaining five good GCSE grades is just under 40%. Key to the school's improvement is the success and impact of the excellent business studies department through the school's specialist status and above average results in subjects such as physical education and sport, science and ICT. All groups, for example students with special educational needs and/or disabilities and those looked after by the local authority, make good progress. The school is successfully closing the achievement gap between different groups. Excellent care for groups and individual students is not just concerned with giving them support, it is focused on finding ways of tackling and removing anything that is hindering their progress. The outstanding breakfast club, for instance, is making a real difference to students' motivation, attendance and achievement. The whole school is constantly aiming at heightening students' low aspirations. As a result, an increasing number are finding employment and moving on to university. Aspirations and ambition for some students remain low but the school successfully uses role models to instill a 'can do' culture among students.

The school has made great strides in improving the quality of teaching and in increasing the proportion of good or better lessons. Two out of every three lessons observed by inspectors were good or better. In these lessons teachers prompted students throughout, showing them what they needed to do to reach a higher grade or level.

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Students were fully active throughout and activities enabled them to think, apply and extend their skills and to explain their reasoning. These activities challenged more-able students and required them to use higher-order skills. The challenge for the school is to extend these features to all lessons to ensure that students are able to gain even higher grades at GCSE.

The school's specialist status in business and enterprise is being used well to underpin improvement and innovation in the school. It has had a very positive impact on the quality of the curriculum and the enrichment of students' learning. Although students' attendance and punctuality was well below the national average in 2008, it is improving rapidly. Improvements to the curriculum and to achievement mean that students are now well prepared for their future lives, particularly in business.

What does the school need to do to improve further?

- Increase and maintain the proportion of students attaining five GCSEs at grades A* to C including English and mathematics by:
 - providing activities which challenge more-able students
 - using role models to further heighten students' aspirations
 - improving learning by requiring all students in a lesson to think and explain their methods and reasoning
 - increasing consistency in showing students throughout the lesson what they need to do to reach a higher level or grade.

Outcomes for individuals and groups of pupils

2

In the lessons observed during the inspection students made good progress because they were motivated, engaged and involved throughout. They were told clearly what they needed to do to reach the next level or grade and this was revisited at different points in the lesson. They also made good progress because teachers used questions well to gauge students' understanding and to prompt them to greater understanding. Students affirmed in interviews and in the returned questionnaires that they feel they make good progress and enjoy most lessons. The upward trend in GCSE results indicates most students are beginning to reach their challenging targets. Students with special educational needs and/or disabilities make good progress because they are challenged continually to increase their knowledge and skills. In addition, students with social and emotional difficulties are supported well and remain focused on their education.

Students are well prepared for their futures. They have won local, regional and national awards, have produced a very good range of presentations and products and have developed a good range of financial and social skills to help them in their future lives. One group won a national competition organised by the Football Premier League to show how gate receipts at a premiership local football club could be increased. Students have good spiritual and moral development. Most are respectful, confident and behaved

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in lessons well for most of the time. There is a small amount of boisterous behaviour in the corridors which is part of the reason why around one in eight students felt behaviour was not always good. Fixed-term exclusions have reduced and incidents of harassment or racism are low. Students have a growing awareness of other faiths and cultures.

Students confidently told inspectors they feel safe and free from different forms of harassment. Good links with external services enable students to feel their emotional and health needs are being met. All students stay in school during lunchtime and many are active in an extensive range of clubs and activities. The proportion of students taking a school meal is well above the national average although a few students disliked the quality of meals and the canteen experience. The school takes these views into account and acts on them. Students contribute their views through regular surveys, the school council and discussions with their tutors. They also contribute to the local and national community through, for example, fundraising, attending Salesian College events, sporting fixtures and business projects.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Since the last inspection teaching and learning have improved and are now good. Teachers make better use of resources such as interactive whiteboards to inspire and motivate students and to meet the needs of students who learn by seeing and doing rather than sitting and listening. There is still scope for improvement to ensure that more students are fully involved in lessons rather than having one or two students answering a question. Very good relationships between students and teachers foster an atmosphere of mutual respect and establish a good environment for learning. Expectations of students are usually high but sometimes activities hinder students' ability to think, to explain their reasons and to apply their skills. In a few situations this hinders more-able students from developing higher-order skills and understanding. Teaching was excellent in about one in ten lessons observed during the inspection. In one physical education lesson, for example, the teacher gave students very clear tips and advice at the start and throughout the lesson about what they needed to do to reach higher levels. Students had the opportunity later to assess their peers and to check how well they themselves were doing and what they needed to do to improve. The school's specialism is having a very positive impact on the curriculum. Activities are meaningful and enable students to think and to improve their skills. Students, for instance, created a 'BOB' box to solve a problem associated with 'bird or bat' habitats. There is national interest in the box from a bat society and from naturalists. The school's good curriculum contributes well to students' personal and academic development. Links with local businesses develop work, life and social skills. The Young Managers' Programme, for example, enables students to meet managers and successful business women. This not only increases students' aspirations but also provides them with valuable management and presentation skills. The curriculum meets the needs and ambitions of a wide range of learners and is kept under constant review. Provision for some of the most vulnerable students is particularly effective. For example, the school collaborates effectively with a range of partners to provide personalised programmes for some individual students, including those at risk of exclusion.

The excellent care, guidance and support offered to students focuses not only on the support for students but also on challenging them to succeed and tackling any barriers to their progress. There has been a 2% increase in attendance this term compared with the same period last year. The current attendance rate is around the national average but there is more to do to ensure that students attend more often and are more punctual. When individuals are not achieving their challenging targets, they receive help and guidance quickly and manage to stay on track. This is because tracking and intervention systems have improved. Students with special educational needs and/or disabilities receive very effective support tailored to their specific needs. The school has a robust transition programme which supports pupils, and parents and carers, in the transition process. As a result, strong relationships exist with our feeder primary schools.

These are the grades for the quality of provision

<p>The quality of teaching Taking into account:</p>	<p>2</p>
<p>The use of assessment to support learning</p>	<p>2</p>

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Strategies initiated by senior leaders to improve classroom practice are having a positive impact on the quality of teaching and learning. The proportion of good or better teaching has increased since the last inspection. There is further scope for harnessing and spreading the skills of the very best teachers. The headteacher's outstanding leadership and very clear vision for improvement underpins the work of the school. Very effective management systems see senior leaders and governors holding department heads to account for students' learning and outcomes in each department. At the same time there is significant investment in skills and training for subject leaders and for teachers in each team. Systems and procedures for monitoring the quality of learning in lessons are rigorous. They provide senior leaders with an accurate picture of the quality of teaching and learning. The impact of coaching, intervention and continuing professional development is demonstrable in the increasing proportion of good or better lessons.

There are good systems to involve and consult with parents and carers. Instead of traditional parents' evenings the school has an innovative approach to keep parents and carers informed about their children's progress through a meeting with only one member of staff. Collaboration with key partners such as local businesses, the church, universities, colleges and schools, including feeder primary schools, help to have a positive impact on students' outcomes.

Safeguarding and equality of opportunity are a high priority at Savio and everything is done to ensure that all students are able to get the most of the educational, spiritual and sporting opportunities provided for them. The school is closing the achievement gap between different groups of students and is tackling discrimination and low aspirations exceptionally well. The school promotes community cohesion well but there is scope to do more to ensure that students have greater experience and contact with people from all walks of life and background.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

Standards have risen in each of the last four years. Students enter the sixth form with below average grades. They make good progress to attain examination results that are broadly in line with national averages. Teaching and the curriculum are good because they are personalised well to meet students' needs. As a result, retention rates are high. Students feel very well cared for and supported. Students value highly the regular monthly meetings with a learning mentor and these are regarded by the school as highly important in tracking, challenging, supporting and caring for each individual student. The use of data to help set challenging targets and monitor progress has been improved. The tracking system is understood by students and some told inspectors how it was used in mentoring sessions to challenge and improve students' work. Potential underachievement is identified at an earlier stage and students are well supported with strategies identified for improving their performance. As a result, students now achieve well. They have full access to ICT and take on responsibilities within the school and further afield. 'We are like a little family,' was the view expressed by one student and acknowledged by many others. Relationships with teachers and with fellow students are good. Students said they feel safer because of improvements in the school's security arrangements. They know what they need to do to live a healthy lifestyle and how to look after their emotional health. The sixth form leader along with the staff have transformed and improved the provision and achievement of students over a short period of time. She provides excellent leadership.

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	1

Views of parents and carers

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Parents and carers overwhelmingly agreed the following.

- The school meets their children's needs and ensures that students are well prepared for their future.
- Their children enjoy school and are making good progress.
- The school keeps their children safe, helps them to live a healthy lifestyle and deals well with unacceptable behaviour.
- Teaching is good, it is well led and managed and takes account of parents' and carers' suggestions and concerns.

A very small proportion of parents and carers expressed concern about the school's handling of unacceptable behaviour, the school's help for parents and carers to support students' learning, and its support for students in living a healthy lifestyle. Inspectors took these reservations into account along with students' views, which is the reason why some of these aspects were judged to be good rather than outstanding.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Savio Salesian College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 99 completed questionnaires by the end of the on-site inspection. In total, there are 680 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	39	53	54	6	6	1	1
The school keeps my child safe	48	48	49	49	2	2	0	0
The school informs me about my child's progress	40	40	54	55	5	5	0	0
My child is making enough progress at this school	41	41	56	57	0	0	1	1
The teaching is good at this school	45	45	52	53	1	1	1	1
The school helps me to support my child's learning	33	33	57	58	7	7	1	1
The school helps my child to have a healthy lifestyle	35	35	59	60	3	3	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	42	42	52	53	2	2	1	1
The school meets my child's particular needs	43	43	53	54	2	2	0	0
The school deals effectively with unacceptable behaviour	43	43	47	47	7	7	2	2
The school takes account of my suggestions and concerns	30	30	63	64	5	5	1	1
The school is led and managed effectively	39	39	52	53	5	5	1	1
Overall, I am happy with my child's experience at this school	45	45	52	53	1	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 December 2009

Inspection of Savio Salesian College, Bootle, L30 2NA

Dear Students

Thank you for welcoming me and my colleagues to Savio. Many of you told us the school has changed for the better since it was last inspected. There are more opportunities to use ICT, there is better security, and you make better progress. We are pleased most of you enjoy coming to school and you greatly appreciate the care shown by staff and the opportunities to join in activities after school. A few of you told us that there is a little unacceptable behaviour at times and we took this into account and judged behaviour to be good overall. The curriculum you cover is good. We were very impressed with the 'BOB box' and other projects you have completed as a part of business and enterprise education. It was also very good to note that many of you go on to university and to careers in business taking with you many of the good skills you have learnt at Savio.

We judged the progress you make at school to be good because the majority of lessons are of good quality. Increasingly, more of you attain at least five GCSEs at grades A* to C but we feel that more of you need to attain five good grades when English and mathematics are included so we have asked the school, in lessons, to consistently:

- provide activities which challenge more-able students
- use role models to heighten your aspirations further
- think of activities which make you think and explain your methods and reasoning
- show you what to do to reach a higher level or grade.

Your headteacher provides excellent leadership. He and the staff have very high aspirations for you and what you can and should achieve. They work hard to break down any barriers you have to being successful and, as a result, all students are able to achieve, whatever their background. You have an important part to play by trying to attend school more regularly and being punctual for lessons.

I wish you every success for the future.

Yours faithfully

Mr Allan Torr

Her Majesty's Inspector

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