

DIOCESE OF PORTSMOUTH VALIDATION REPORT



St Peter's Catholic Primary School, Winchester

Oliver's Battery Road North, Winchester, Hampshire, SO22 4JB

URN 116381
 Date of previous validation June 2009
Date of this validation 4th and 25th June 2014

Overall effectiveness	Previous validation:	Good
	This validation:	Outstanding

The school community:	Outstanding	Attainment and progress in RE:	Outstanding
The wider community:	Outstanding	Quality of teaching in RE:	Outstanding
Spiritual development:	Outstanding	Leadership and management of RE:	Outstanding
Moral development:	Outstanding	Leadership and management:	Outstanding

This is an outstanding school.

- St Peter's Catholic Primary School is an outstanding example of a school, where the mission to *'aspire not to have more but to be more'* underpins all aspects of the life of the school and is evident in the quality of the relationships throughout.
- School leaders provide a strong and effective model of Christian leadership, where all members of the school community are valued. They inspire the community to share in a strong sense of vision and mission, resulting in a highly collaborative and successful school, with a positive ethos. They are committed to leading a community that is distinctive but not exclusive.
- The headteacher, senior leadership team, governors and other leaders are fully committed in their drive for continuing improvement.
- RE is central to the life of the school. The subject leaders display excellent knowledge and skill in supporting staff, developing their expertise and inspiring them to teach with confidence. Rigorous monitoring and evaluation ensure that the existing high standards in teaching and learning are being maintained and will improve further.
- Pupils and staff are confident and articulate when talking of faith and religious knowledge. The children reflect deeply and are not afraid to ask and respond to challenging questions.
- The links with the parish are outstanding, ensuring that there is a joint approach to each liturgical season and enabling families to connect with the life of the parish. The outstanding long term support of the parish priest is of great benefit to the school.
- In the school there is a rich and varied range of worship, which provides the children with high quality opportunities to develop their relationship with God. The school embraces every opportunity to nurture spirituality and give Christian witness.
- Parents are very supportive of the school. An overwhelming majority was positive about all aspects of school life.

What does the school need to do to improve further?

In order to continue to move forward, the school should consider the following:

- Explore how best to capture the children's verbal responses and discussions within RE in order for this key demonstration of their knowledge and understanding to contribute to their overall level for the subject.
- Continue to support staff in accurately tracking children's achievement in RE.
- As part of the embedding of the school mission statement into the everyday life of the school, find ways to link it more explicitly with the school's rewards and sanctions.

Full Report

The school as a Catholic community

The school community:	Outstanding
The wider community:	Outstanding

- The school mission statement, ‘Aspire not to have more but to be more’ and Christian ethos permeate all aspects of school life. Throughout the school there is firm evidence that you are within a community of faith. Particularly strong examples include:
 - The warmth of the welcome received by visitors.
 - The consistent reinforcement of Gospel values.
 - The obvious care given to ensuring that the school environment is maintained to a high standard and is used wherever possible to enhance the liturgical life of the school.
- New families are warmly welcomed into the school through a welcome liturgy and supper, which is also attended by staff and governors. This is followed by ongoing support to ensure all families are quickly made to feel part of the school community.
- The school effectively communicates with parents, ensuring that they are kept up to date with what is happening and are given every opportunity to visit and participate in the life of the school.
- The school is establishing strong links with a school in Bamenda. The children were very excited about the project and talked with enthusiasm about a recent visit by a Bamendan delegation to the school.
- The church building plays a key role in the daily life of the school. The school uses the physical link between the church and school to reinforce in a practical and visual way the message to the children to ‘go out and serve the Lord’.
- The school has very good and mutually supportive links with the parish, with many members of the school community involved in parish life. The parish priest stated: ‘The school is a great asset to the parish. They respond to any request with a spontaneous yes!’
- Children demonstrate great support for a large number of charities, both internationally, particularly Cafod and others with a more local connection, for example, a Winchester-based homeless charity.

Curriculum religious education

Attainment and progress:	Outstanding
Quality of teaching:	Outstanding
Leadership and management of RE:	Outstanding

- The evidence in the pupils’ books, the high quality teaching on the day and discussions with pupils all combine to show that attainment and progress in RE are outstanding. Pupils of all ages talk naturally and confidently, using a rich language of faith.
- A scrutiny of pupils’ work shows evidence of deep and reflective thought by the children. Children are able to demonstrate and consolidate their knowledge through a variety of ways, including discussion, art, drama and Prayer Space. Thought needs to be given as to the best way to capture the outcomes of these activities.
- Pupils demonstrated a very positive attitude to learning in the lessons observed and behaviour was very good.
- The RE curriculum team, led very well by the RE subject leaders, provides excellent support and leadership in promoting and developing religious education. They have a very clear understanding of key strengths and areas for development and as a result, standards in the subject are high and continuing to improve.

- The leadership and support provided by the headteacher, parish priest and RE governor help to ensure that the place of RE in the school is given a very high status.
- The RE subject leaders and school leadership team rigorously monitor standards in RE, through work sampling and moderation at school, cluster and diocesan level.
- The school has worked hard to develop assessment and tracking procedures to ensure that children are challenged in their learning.
- Staff training linked to RE is a regular feature in the school and the impact of this can be seen in the improving depth of teachers' subject knowledge and reflective questioning of the pupils.
- Parents are kept very well informed of what is happening through a termly RE newsletter, informing them of RE topics, upcoming feast days and their significance, as well as invitations to Mass and liturgies.

Spiritual and moral development

Spiritual development:

Outstanding

Moral development:

Outstanding

- The school provides a wide range of high quality worship, which allows individual and collective members of the school community to express their relationship with one another and with God in a reflective and prayerful manner. The school embraces every opportunity to nurture spirituality and give Christian witness; these include:
 - Introduction of Prayer Space.
 - Involvement of pupils in the liturgical life of the school through music, art, dance and drama.
 - Daily staff prayer sessions.
 - Annual Corpus Christi procession.
 - Use of school grounds for prayer and liturgy.
- The children in the school demonstrate outstanding behaviour and Christian attitudes in their relationships, with a clear sense of right and wrong. Key factors promoting this include:
 - The very good role models provided by the staff and older children in the school.
 - The work towards gaining and maintaining its Fairtrade status.
 - The high expectations of pupils.
- Groups of pupils take on key responsibilities throughout the school, including school councillors, house captains, playground friends and young interpreters.

Leadership and management:

Outstanding

- The personal witness to the faith provided by the headteacher provides a strong vision and direction for the work of the school.
- The governing body are strong supporters of the school and also act as a critical friend. They make an exceptional contribution to the work and direction of the school.
- The rigorous and effective approach to the monitoring and evaluation of all aspects of the life of the school enables the school to constantly challenge itself. There is a constant drive for improvement and insistence on high standards in all aspects.
- The school is committed to identifying, celebrating and valuing the gifts of all in their community.
- Good progress has been made on the issues identified for improvement in the last validation, particularly in providing challenge and enabling a wider understanding of other faiths and cultural traditions.

School details

Name of school	St Peter's Catholic Primary School
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number of pupils on roll:	382
Chair of Governors:	Sue Broadbent
Headteacher:	Cath Howells

St Peter's Catholic Primary School is an expanding school situated in the parish of Winchester, and within the Hampshire Downs pastoral area. A very large majority of its pupils is Catholic. An increasing percentage of pupils has English as an additional language and comes from a variety of ethnic minorities. The percentage of pupils entitled to free school meals is well below average.

Information about this validation

This report to the Bishop of the Diocese under Canon 806 of the Code of Canon Law is also the report to the governors of the school on religious education. For Catholic maintained schools, the report also fulfils the requirements of Section 48 of the Education Act 2005.

Validation Team

Robert Dare	Lead Validator
Catherine Hobbs	Assistant Validator

Activities Carried Out as Part of the Validation

- Ethos walk.
- Discussion on the school's self-evaluation sheets.
- Discussions with various members of the school community.
- Observations of collective worship.
- Observations of teaching and learning in RE, including joint observations with members of the school leadership team.
- Pupil work scrutiny.
- Feedback of key findings.

Conclusion

The validators would like to thank the headteacher, deputy headteacher, RE curriculum team, staff, governors, the parish priest, parents and pupils of St Peter's Catholic Primary School for their preparatory work for the validation, which forms part of the school's regular self-review cycle. They would also like to express their appreciation for the warmth of welcome they received and the support given during the validation process.