

DIOCESE OF PORTSMOUTH VALIDATION REPORT



St Peter's Catholic Primary School

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

URN: 116381

Date of previous validation 4th and 25th June 2014

Date of this validation 19th and 25th June 2019

Overall effectiveness	Previous validation:	Outstanding	
	This validation:	Good	
The school community:	Good	Attainment and progress in RE:	Good
The wider community:	Good	Quality of teaching in RE:	Good
Spiritual development:	Good	Leadership and management of RE:	Good
Moral development:	Good	Leadership and management:	Good

This is a good school

- St Peter's is a school that is caring and supportive and where every child matters.
- The newly revised mission statement, '*Christ at the Centre*', is beginning to have a positive impact and has the potential to become central to school life.
- The interim headteacher has made a positive impact on the Catholic life of the school. Her vision, drive and Christian role model has ensured that the school is continuing its upward journey.
- Staff and governors are fully committed to working together in their drive for improvement and their aim to provide an inspiring education based on Christ being at the centre of all they do.
- Teaching and learning in religious education (RE) is an improving picture throughout the school. Both attainment and progress in RE and the overall quality of teaching are now good, although some year groups are not as strong as others.
- The appointment and enthusiasm of the new RE leader has invigorated the subject. She provides good support for colleagues.
- The school leadership, including governors, is now fully committed to further developing the Catholic life of the school.
- The Catholic nature of the school is evident in displays, especially in classrooms and prayer areas.
- The school benefits from the regular support of the parish priest. Links with the wider parish community are good.
- Spiritual and moral development are good. Pupils are given opportunities to explore their relationship with God and to celebrate their achievements. This is helping to promote their self-esteem.
- Parents' views of the school are positive, as was evidenced by the responses of parents to the survey.
- The children in the school exhibit good behaviour and Christian attitudes.

What does the school need to do to improve further?

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

- In light of the introduction of the new age-related standards for RE, take the opportunity to revisit the planning to ensure the revised plans deliver high quality focussed RE teaching, and engaging and challenging learning for all.
- Developing a rigorous and constructive cycle of monitoring and evaluation for RE and the Catholic life of the school to ensure recent improvements are built upon, and that leaders are challenged appropriately and held to account for these core aspects of a Catholic school.
- Extending the links with other Catholic schools to include moderation and opportunities for the sharing of good practice in RE and other aspects of the Catholic life of the school.
- Re-energising the underused and underappreciated prayer spaces around the school grounds to offer quiet and spiritual places for prayer, meditation and reflection.

Full Report

The school as a Catholic community

The school community:	Good
The wider community:	Good

- The new mission statement is central to the school's ethos and is known and understood by the children. To create an even deeper impact, time needs to be given to allow the whole school community to explore its full potential. This will ensure they are all able to demonstrate ways in which they can fully live it out, by helping each other and working together to keep '*Christ at the centre*'.
- St Peter's is a school which is proud of its faith and is eager to share it with all members of the community and with all visitors.
- The parish priest is supportive of the school and visits regularly. There are already strong links between the school and the parish, greatly helped by the close proximity of St Stephen's.
- There is an awareness of the need to develop stronger links with other local Catholic schools. The continued sharing of good practice and learning will help to contribute to an improvement in the quality of lessons offered to pupils and a better understanding of RE assessment.
- Pupils speak positively about their school and are keen to reach out to help others as evidenced by their fundraising for the NSPCC and CAFOD charities. Children were able to talk generally about how important it is to help others, however, consideration should be given to raising the children's awareness of Catholic social teaching and how this influences how we reach out to those in need.
- The school environment is welcoming and reflects the high value placed on the Catholic faith. The children are proud of their school and eager to share their experiences with visitors.
- The Catholic nature of the school is evident in the classrooms via the prayer tables and wall displays. The prayer and reflection areas around the school's shared spaces will be a superb resource when they have been re-energised.

Curriculum religious education

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

- The evidence in the children's books, the quality of teaching observed on the day and discussions with pupils all combine to show that attainment and progress in RE is good. This is particularly evident in the upper year groups.
- Since the arrival of the interim headteacher and the promotion and empowerment of the RE leader, there has been a focus on rapidly addressing the quality and provision of RE which has led to the improvement in standards.
- In RE there is increasing evidence of the use of more varied and appropriate tasks and there is a positive attitude and enjoyment of RE. Pupils appreciate how it can help them in their daily lives. Good questioning, developed through the '*Let's Think*' project, encourages deeper thinking. The '*orange questions*' are proving to be an effective strategy in further developing the children's religious knowledge and providing opportunities for them to demonstrate their understanding.
- Recent efforts to increase the children's ability to understand and then reflect on their learning means that the children are beginning to justify their conclusions using appropriate religious language and a range of scripture.
- Areas for the school to focus on include reviewing the planning of lessons across all year groups; supporting staff in addressing any gaps in their own subject knowledge; task selection and design; and challenge for all.
- RE is now given a higher profile across the school. Senior leaders and governors take a greater interest in the subject and are aware of both the school's strengths and areas for development.
- The good relationships between staff and pupils have a positive impact on the children's learning.
- The children showed good learning behaviours, which contributed to effective learning.
- Children spoken to talked about how they enjoy that RE '*gets their brain working*' and where they can have '*deep discussions*'.

Spiritual and moral development

Spiritual development: Good

Moral development: Good

- The whole school community; pupils, staff, parents and parishioners have opportunities to participate together in a variety of school liturgies, for example, the Welcome Mass, KS1 Holy Week Liturgy, and the burning of the palms on Shrove Tuesday.
- The school provides an increasing number of opportunities for prayer and is keen to develop these further with the more regular and creative use of the prayer pathway. There are daily opportunities for prayer during the school week and these are valued by the children.
- The school embraces the opportunity to nurture spirituality and give Christian witness, for example, the recent Corpus Christi procession.
- The good quality prayer tables in every classroom reflect the liturgical season.
- During worship, which is often related to their own lives and experiences, the children are encouraged to reflect on their actions and the impact they may have on others.
- Children commented on how they enjoy the worship at the end of the day and value the time of stillness and quiet.
- The children in the school were observed to demonstrate good behaviour and Christian attitudes in their relationships and have a good understanding of right and wrong.
- Staff provide good examples of Christian role models and the older children are encouraged to set examples for the younger children and take on a variety of extra responsibilities such as running the energy shop, shed monitor, register monitor and sports leaders.
- The school also offers a range of intervention programmes and nurture, to ensure the children's emotional well-being is supported, which results in this being an increasingly inclusive school.
- Older pupils are encouraged to provide a good example for others to follow and respond positively to their responsibilities e.g. Little Fishes Busy Bodies and playground "Friends".
- The opportunities for celebrations and rewards are good and develop the children's increasing self-esteem.

Leadership and management: Good

- The personal faith and dedication of the interim headteacher has provided a new sense of vision and this is driving the school forward. The chair of governors acknowledged the impact the interim headteacher has had, how the school now feels completely different and is improving dramatically, and how the governors and leadership team are now united moving forward.
- Little progress has been made on the areas identified in the last validation in 2014. In the five intervening years, standards in RE and other areas of the Catholic life of the school have declined. During this period the governing body have not sufficiently held school leaders to account in these core areas for a Catholic school. Recent evidence show this decline in standards is now being reversed.
- Senior leaders and governors are now fully engaged with the diocesan self-review process, and a robust monitoring schedule, which will enable leaders and governors to evaluate and identify the school's strengths and areas for development is being implemented. The Catholic life of the school is now a fixed agenda item. The governing body must ensure they provide the challenge necessary to ensure the strategic direction of the school is followed; this includes holding those with responsibilities linked to RE and the Catholic life of the school to account.
- The School Council are a particular strength. They provide a good pupil voice and have an excellent understanding of their roles and responsibilities, which they take seriously.
- Staff are committed to supporting the school and work purposefully in their drive for improvement.
- Staff and governors are proud of the school and together aim to provide an inspiring education based on Christ being at the centre of all they do.

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:	414
Chair of Governors:	Tina Backhouse
Headteacher:	Louise Buxton (Interim)

St Peter's is a large, two form entry primary school situated in a residential area of the parish of St Peter and the Winchester Martyrs. The school benefits from extensive grounds with good play facilities.

The children come from a wide range of socio-economic backgrounds, approximately 67% of the pupils are Catholic. The proportion of children who speak English as an additional language is currently 25% and the number of children in receipt of Pupil Premium is below national average at 7.5%. Just 8.7% of the school population are on the Special Educational Needs register and there are five pupils with an Educational Health Care Plan. 1% of the school population is from a service family.

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

Sarah Matthews	Lead Validator
Brenda Schouller	Assistant Validator
Robert Dare	Assistant Validator

Activities Carried Out as Part of the Validation

- Ethos Walk
- Discussion of the school's self-evaluation sheets.
- Discussions with various members of the school community.
- Observation of a class worship.
- Joint observations of teaching and learning in RE, with the headteacher, RE leader and deputy head teacher.
- Meeting with the school council members.
- Joint pupil work scrutiny.
- Feedback of key findings to the headteacher, senior leadership team, RE leader and chair of governors.

Conclusion

The validators would like to thank the interim headteacher, deputy headteacher, RE leader, staff, governors, 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.