

DIOCESE OF PORTSMOUTH VALIDATION REPORT



St Peter's Catholic Primary School

Stakes Hill Road, Waterlooville, Hampshire PO7 7BP

URN: 116489

Date of previous validation

December 2012

Date of this validation

15th and 27th June 2018

Overall effectiveness

Previous validation: Good

This validation: Good

The school community: Good

The wider community: Good

Spiritual development: Good

Moral development: Good

Attainment and progress in RE: Good

Quality of teaching in RE: Good

Leadership and management of RE: Good

Leadership and management: Good

This is a good school

- St Peter's is a school where the whole community explicitly strive to 'walk hand in hand with God'. The mission statement, which is known and understood by all in the school community, plays a central part in the life of the school.
- The Christian leadership and commitment of the headteacher is a key strength of the school and this has allowed the development of a clear vision which has, in turn, been embraced by the new leadership team. Leaders, including governors, have a good understanding of the school's strengths and areas for future development.
- The pupils are great ambassadors for their school. Their behaviour and attitudes to school are exemplary and they are understandably proud of their community. *"Without prayer and the Bible our school would not exist"*
- RE teaching is good and on the day of the validation some elements of outstanding practice were observed. This has enabled the pupils to develop a good understanding of their faith and given them the confidence to ask questions if they are unsure.
- Progress in RE is good as evidenced in the children's exercise books. Discussions with pupils demonstrate the high profile that RE is given in the school.
- Prayer and worship are evidently a daily part of school life and the development of the outdoor prayer and reflection areas will further enhance the pupils' experiences of this.
- The Family Support Worker is a great asset to the school, providing a valuable link between school and families experiencing difficulties. Her contribution is widely appreciated.
- There was a high volume of positive responses to the parental questionnaire.
- The school ethos is evident across all areas of the environment and offers an unmistakably Catholic welcome to all parents and visitors.

What does the school need to do to improve further?

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

- Develop a more rigorous and constructive cycle of observations and monitoring of RE teaching, learning and assessment.
- Ensure the assessment of pupils' attainment and progress in RE is clearly focussed on assessing their key skills and knowledge in RE.
- Extend the links with other Catholic schools to include moderation and opportunities for the sharing of good practice in RE.

Full Report

The school as a Catholic community

The school community:	Good
The wider community:	Good

- The mission statement is central to the school's ethos and is known and understood by the children, who are keen to demonstrate ways in which they live it out, by helping each other and working together to make "*the world a better place*".
- 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 validators met with the parish priest from Waterlooville who is hugely supportive of the school and visits regularly. There are already strong links between the school and the parish and there is a shared desire to develop these further. The school takes pupils to mass at this parish church frequently and there is a regular '*News from St Peter's School*' section in the weekly parish newsletter.
- There is evidence of improving 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 Air Ambulance and CAFOD charities.
- The school environment is vibrant and 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 and is also seen in the prayer and reflection areas around the school's shared spaces.
- The school has many effective methods of communicating with parents including a comprehensive website, newsletters and several blogs.

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.
- The good relationships between staff and pupils have a positive impact on the children's learning.
- There has been a focus on improving the quality of RE this year and the advice and support provided by the RE leader, headteacher and RE governor has ensured that standards have improved and leaves a strong base for the new RE leader, taking on this role in September, to build upon.
- The RE leader, headteacher and RE governor are aware of the need to embed more rigorous monitoring with regard to the quality and assessment of the RE teaching across the school. Key areas for the school to focus on will be the assessment of key skills in RE; supporting staff in addressing any gaps in their own subject knowledge, and reviewing the purpose and function of the class RE books to ensure that they are not replicating work that could go into the children's exercise books.
- RE is clearly given a high profile across the school. Senior leaders and governors take great interest in the subject and are aware of both the school's strengths and areas for development.

- Teaching observed on the day was at least good and showed some outstanding elements. Provision should be made for less confident members of staff to observe the best practice in the teaching of RE in the school and in other Catholic schools in the local cluster.
- The children showed very good learning behaviours, which contributed significantly to effective learning.
- 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.

Spiritual and moral development

Spiritual development: Good
Moral development: Good

- There are meaningful opportunities for prayer during the school week and these are often related to the children's own lives and experiences.
- The school embraces every opportunity to nurture spirituality and give Christian witness. This was particularly evidenced by observing Y5 children planning and leading a worship for the younger children. The school intends to expand this practice further.
- The good quality prayer tables in every classroom reflect the liturgical season
- Both class and whole school worship observed on the day were of a good quality.
- The whole school community including pupils, staff, parents and parishioners have regular opportunities to participate together in a variety of school liturgies, for example, year group and key stage masses, class liturgies, and the Lenten Passport. Remembrance services and penitential services are offered at appropriate times of the school year.
- The school provides an increasing number of opportunities for prayer and is keen to develop these further with the provision of a new prayer garden, which will add to the provision of high quality space available for reflection, and by working more closely with the new chaplain at the secondary school next door.
- Children take ownership of their conduct through the schools "6C's" which encourages them to self-assess their learning behaviours.
- Children's behaviour is good. The school's rewards and sanctions reinforce a culture of high expectations and positive encouragement. These rewards include the Golden Leaf award, letters home, and newsletters all of which give the children a sense of positive pride and purpose.
- The staff are excellent role models for the children and promote high moral and behavioural standards.

Leadership and management: Good

- The personal faith and dedication of the headteacher provides the vision that is driving the school forward.
- The governing body takes a keen interest in the mission, development and success of St. Peter's and has the capacity to meet the school's needs and be influential in determining the strategic direction of the school. They are fully involved in evaluating the school, including completing the Diocesan Self-Review, and in supporting and challenging the headteacher.
- The school has made good progress towards meeting the targets set in the previous validation. This is most noticeable in the quantity and quality of RE in the children's exercise books in all year groups.
- Staff are committed to supporting the school and work purposefully in their drive for improvement.
- Staff and governors are proud of the school and aim to provide an education based on Jesus' core messages of love, co-operation and respect.

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:	433
Chair of Governors:	Liz Holford
Headteacher:	Richard Cunningham

St Peter's is a large, two form entry primary school situated in the parishes of Waterlooville and Horndean. Approximately 68% of the pupils are Catholic and 72% of them are of white, British heritage and the remainder are from a range of other ethnic backgrounds. The proportion of children who speak English as an additional language is below average at 13% as is the number of children in receipt of Pupil Premium at 14%. Just 7% of the school population are on the Special Educational Needs register and there are four pupils with an Educational Health Care Plan.

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
Louise Buxton	Assistant Validator

Activities Carried Out as Part of the Validation

- Ethos Walk with four Year 5 pupils.
- Discussion of the school's self-evaluation sheets.
- Discussions with various members of the school community.
- Joint observation of a whole school worship
- Observation of a class worship.
- Joint observations of teaching and learning in RE, with the headteacher 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 headteacher, deputy headteacher, RE leader, staff, governors, the parish priest, parents and pupils of St Peter's 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.