

## THE VALIDATION REPORT



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.

<b>NAME OF SCHOOL</b>	St Peter's Catholic Primary School
<b>ADDRESS</b>	Stakes Hill Road Waterlooville PO7 7BP
<b>URN</b>	116489
<b>CHAIR OF GOVERNORS</b>	Mr J Farrell
<b>HEADTEACHER</b>	Mrs L Phillips
<b>NAMES OF VALIDATORS</b>	Miss U Clark Mrs P Opalko
<b>DATES OF THE VALIDATION VISIT</b>	21 <sup>st</sup> November 2012 5 <sup>th</sup> December 2012

## Information about the school

Number of pupils on roll	434
Number of boys	230
Number of girls	204
Number of statemented pupils	2
Percentage of Catholic pupils	84%
Number of teaching staff	18
Number of support staff	38
Percentage of Catholic staff	36%

St Peter's is a larger than average-sized primary school serving the Havant Pastoral Area, including the churches of the Sacred Heart and St Peter the Apostle, Waterlooville and St Edmunds, Horndean. The school is situated in attractive grounds which, along with the building, are well cared for.

A large majority of pupils attending the school are from a Catholic background and most pupils are of White British heritage. The proportion of pupils supported by school action plus or with a statement of special educational needs is below average, as is the proportion of pupils in receipt of the pupil premium.

## The school's effectiveness in providing Catholic education

St Peter's provides an outstanding Catholic education, centred on Gospel values. All members of the school are valued and treated with respect and prayer is part of the fabric of the school. The quality of the relationships across the community has resulted in an inclusive atmosphere, where everyone is proud to be part of God's family. The strong Christian leadership of the headteacher, supported by the management team and governors, has led to a school, where children are happy, enjoy school and are keen to do well. The head teacher's inclusive approach and commitment to drive improvement have had a positive impact on all aspects of school life.

In providing a good standard of religious education (RE) the staff and pupils have a firm understanding of the Catholic faith and the implications of this knowledge as they practise it in the life of the school. The attainment and progress of pupils is at least satisfactory but recent improvements in planning and assessment are beginning to have a positive impact on the achievement of pupils. The leadership and co-ordination of RE are good, with commitment shown to its development by the RE manager and senior leaders. The validators saw evidence of effective teaching in RE, where pupils were provided with opportunities to develop their understanding of Advent, through the careful exploration of Scripture and how key messages can be applied to our lives today.

Opportunities for pupils to develop spiritually and morally are outstanding. Relationships at all levels are excellent and behaviour is very good. Outstanding care, guidance and support are given to all pupils, as all adults provide effective role models for them. High quality worship is integrated into the life of the school and its positive impact can be seen in the words, attitudes and actions of its members.

### a) Key strengths of the school

- The school's commitment to its mission statement and vision, which are reflected in its policies and daily practice and can be seen in the inclusive ethos of the school.
- Its inclusive and positive environment, in which pupils are able to develop a relationship with God.
- The positive relationships that exist between staff, parents and pupils, reinforcing respect and consideration for others.
- The strong Christian leadership of the headteacher, supported by the management team, governors and parish priests.
- The sense of teamwork and induction offered to new staff, which ensure that they actively support the ethos of the school.
- Members of the School Council, who are evidently proud of their school and show a strong commitment to live out the school's mission on a daily basis.
- The commitment to support a variety of charities and links with schools in South Africa and New Zealand.
- The good teaching, enhanced by a variety of approaches, which engages pupils and ensures that they are keen to do well and enjoy their RE.
- The welcome that parents feel in sharing in the religious and worshipping life of the school and the effective induction process for new families.
- The well-cared-for environment and high quality displays.
- The support offered to the school by the parish priests.
- The high quality opportunities for spiritual development.
- The positive impact of worship and reflection on Scripture, which can be seen in the words, attitudes and actions of its members.
- The very good behaviour and positive attitudes of pupils.

b) Key areas for development

- Support the new RE manager in establishing a more robust and rigorous monitoring process for RE.
- Identify approaches to ensure that children are able to reach higher standards in RE and produce a greater quantity of work.
- Continue to involve members of the School Council in evaluating their experience of school and identifying areas for improvement.
- Continue to seek ways to involve the community, including the parishes, in the life of the school.

c) Progress since the last validation

Since the last validation in October 2009 there has been considerable turbulence in staffing, especially in relation to senior leadership. Since the appointment of the headteacher, St Peter's has worked hard continually to monitor and evaluate its strengths and has made some good progress in addressing the key areas for development.

- The role of the RE governor has been well developed. Governors are knowledgeable about the quality of religious education and the outcomes of the self-review. The school is continuing to plan to develop governors' skills and knowledge by working with a governor to shadow the current governor with responsibility for RE.
- The newly appointed RE manager is keen to develop her skills and is well supported by the senior leaders.
- Effective teaching challenges children to question and think. Now the school needs to ensure they are effectively challenged in their written RE work.

d) Summary of parents' views of the school

As part of the validation, parents completed a survey of their views of the school. One hundred and sixty responses were received, with most parents recognising that the school is a supportive and welcoming Catholic community, where their children are happy. Parents appreciate the opportunities to be involved in school liturgical life and recognise that they can learn from the children about enhancing their faith. Parents commented positively about the changes to the induction process, which made them feel fully prepared for school life. They also commented positively, that a benefit of the new collection arrangements was, that teachers were more accessible and there were greater opportunities to meet with them.

Some parents would like to know more about the RE curriculum and the standards their children reach in RE. They would also like to support their children's RE understanding through homework.

## THE SCHOOL AS A CATHOLIC COMMUNITY

### WHAT THE SCHOOL SAYS

SECTION A1: The school community	Outstanding	Good	Satisfactory	Inadequate
	√			

#### Key strengths identified by the school

- Mission statement was generated with full involvement of all members of the school community; it is the focus for ‘Golden Leaf’ awards which enables the children to understand what it means in practice.
- Staff recognise and nurture talents and gifts in children and provide them with opportunities to discover and develop these through well planned learning contexts.
- Staff are valued for their gifts and talents and share them through the extensive range of extracurricular clubs they offer.
- Good relationships are promoted; for example Playground Pals and Lunchtime Helpers.
- There are many well attended opportunities for parents to be involved in the spiritual life of the school and their child’s learning experiences
- The school council meet every week and their opinions are sought on a wide range of issues such as recruitment as the children are central to all that we do and their input is valued.
- The physical environment reflects the Catholic nature of the school with well cared for areas for reflection, gardens and focal areas
- Thorough induction procedures are in place to support all new staff, particular priority is given with aspects unique to a Catholic school for those from other faiths.

#### Areas identified for development by the school *(include timescale for action)*

Further develop school council involvement in evaluating the school and identifying actions for improvement.

### VALIDATORS’ JUDGEMENT

SECTION A1: The school community	Outstanding	Good	Satisfactory	Inadequate
	√			

#### Key strengths

**The warmth of the welcome, strong Christian ethos and commitment to the mission of the school, all contribute to make St Peter’s an outstanding example of a Catholic school.**

- The validators commend the school for the following:
- The excellent relationships between all members of the school community, especially in relation to establishing a sense of teamwork amongst new staff.
  - The school’s commitment to its mission statement and vision, which are reflected in its policies and daily practice and can be seen in the inclusive ethos of the school.
  - High quality displays and well-cared-for physical environment, which create an attractive and purposeful learning environment.
  - Members of the School Council, who are evidently proud of their school and show a strong commitment to live out the school’s mission on a daily basis.
  - The induction processes, which help staff and new families to understand how they can support the mission and vision of St Peter’s.
  - Open door policy that enables parents to meet staff on a daily basis, if necessary.

#### Areas identified for development

The validators agree with the area for development identified by the school and in addition encourage the school to continue its work in involving the community in the life of the school.

## WHAT THE SCHOOL SAYS

SECTION A2: Leadership and management	Outstanding	Good	Satisfactory	Inadequate
	√			

### **Key strengths identified by the school**

- Staff are expected to demonstrate Christian values in all that they do and strong role models for this are provided by senior leaders in the school ensuring this attitude and ethos permeates the whole school.
- School improvement priorities emerge from rigorous and accurate self evaluation; the layers within the school improvement plan, the focus on key actions and sharing with all staff ensures everyone is clear about the school's priorities and aims
- The governing body is active in the life and decision making of the school providing both challenges and support and ensuring the Catholic ethos remains central to all that we do
- The RE governor supports the process of self review through discussions with the RE leader and attendance at key events
- Development of staff skills at all levels is given high priority – advice is sought, courses attended, weekly development meetings take place for teaching and learning support staff, a weekly meeting is held with the lunchtime staff to share messages and provide advice / training.
- Recruitment processes have been reviewed to ensure we employ staff who empathise with children and are committed to securing the best outcomes for them in all aspects of their school life.

### **Areas identified for development by the school** *(include timescale for action)*

Induction and support for shadow RE governor in order for them to be more actively involved and assume the role by end of year [Sept 2012 – July 2013]

## VALIDATORS' JUDGEMENT

SECTION A2: Leadership and management	Outstanding	Good	Satisfactory	Inadequate
	√			

### **Key strengths**

**There is a shared vision, understood and implemented at all levels and promoted strongly by all with a leadership role.**

The validators judge the leadership and management of the school to be outstanding and commend the school for the following:

- The strong Christian leadership and vision of the headteacher and others in leadership roles.
- All those in positions of leadership, including governors, are committed to further developing the Catholic life of the school.
- The school has worked hard since the new appointments to leadership roles, to develop a climate of purposeful change and to enable the school to grow as a Catholic community.
- The professional development of staff is well supported through the weekly Professional Development Meetings, the Key Improvement Team, the Teaching and Learning Coach and attendance at courses.
- Governors have a secure understanding of the strengths of the school and the next development steps. They offer both support and challenge.

### **Areas identified for development**

The validators agree with the area for development identified by the school and in addition recommend that the headteacher should consider training as a diocesan validator.

## WHAT THE SCHOOL SAYS

<b>SECTION A3: The wider community</b>	<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Inadequate</b>
		√		

### Key strengths identified by the school

- Staff attend Catholic School Cluster meetings and events as well as Diocesan training and meetings to ensure a full understanding of the mission of Catholic schools.
- Strong links exist with a school in South Africa and a new link has been established with St Peter’s Catholic Primary School in New Zealand.
- The school supports local and international charities [CAFOD, Barnardo’s, Rowan’s Hospice] The children respond very positively to these events and recognise that they can help make a difference; as a result children will now approach us with charities they would like to support telling us why and what they would like to do and children have been enabled to carry out independent fundraising.
- We ensure our school joins with others to attend the Good Shepherd mass; Diocesan events such as this are valued by us as a school
- Members of staff and governors lead Children’s Liturgy and the Preparation for First Communion in our local Churches.
- Understanding and awareness of other cultures, beliefs, languages and lifestyles is a key feature of the curriculum. Children are encouraged to celebrate both their similarities and differences.

### Areas identified for development by the school *(include timescale for action)*

Continue to develop the school’s relationship with other Catholic schools involving the wider staff team and children

## VALIDATORS’ JUDGEMENT

<b>SECTION A3: The wider community</b>	<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Inadequate</b>
		√		

### Key strengths

**St Peter’s provides a good understanding of the wider community and their Christian duty to support those in need.**

Validators commend the school for the following:

- The growing links between school and parish. The school is keen to embrace the parish within the school community.
- The children’s involvement in local and wider community charitable works.
- The good support offered to the school by the parish priests in their celebration of Mass, liturgies and assemblies.
- The active links between the schools in South Africa and New Zealand, which help develop children’s global awareness.
- The school, through the governors and staff, has a visible presence in the parishes.
- The school supports diocesan events e.g. Good Shepherd Mass and is an active member of the Primary Catholic Partnership.

### Areas identified for development

The validators agree with the area for development identified by the school and recommend sharing good practice across the cluster.

## CURRICULUM RELIGIOUS EDUCATION

### WHAT THE SCHOOL SAYS

<b>SECTION B1: Leadership and co-ordination of religious education</b>	<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Inadequate</b>
		√		

#### Key strengths identified by the school

- The senior leadership team actively lead and develop religious education; this is to ensure RE is given a high profile and implemented consistently across the whole school.
- CPD is regularly planned in to meet the changing needs of the staff and ensure high standards are maintained
- A very good induction programme is provided by leadership, particularly those who are new to Catholic schools, and / or non Catholic, offering training, information, guidance and reassurance. Priority is given within our CPD plan for staff to attend the appropriate training sessions provided by the Diocese.
- RE is given a high profile in the curriculum as a core subject and taught for the statutory hours required in each key stage. The Diocesan RE scheme is used effectively throughout the school.
- An action plan for RE is generated every year and regularly reviewed by leadership and governors to ensure high standards are maintained and developments continue.
- Staff are supported in delivering the RE curriculum and Collective Worship through training, resources, role modelling, discussion, input from parish priests and support from Diocese education department

#### Areas identified for development by the school *(include timescale for action)*

Develop information for parents further by building on the information they already receive by ensuring all year groups include RE in end of term learning update and being explicit where homework is RE based / linked.

### VALIDATORS' JUDGEMENT

<b>SECTION B1: Leadership and co-ordination of religious education</b>	<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Inadequate</b>
		√		

#### Key strengths

**Leadership and co-ordination of religious education at St Peter's are good.**

The validators commend the school for the following:

- The prominence given to curriculum RE in the school; it is valued and seen as important by all stakeholders.
- Senior leaders and governors take a keen interest in the subject and have a growing understanding of its strengths and weaknesses.
- The approach that the assistant headteachers have taken to improve the planning of 'God Matters' and assessment of RE, which in time will have a positive impact on standards.
- The support for developing teachers' subject knowledge, along with the effective induction for new teachers in RE, enables them to teach confidently.
- The assistant headteachers provide support for staff, advising, producing resources and developing the delivery of RE, especially in relation to assessment.
- There is evidence of a good range of INSET, focused on improving teaching and learning in RE.

#### Areas identified for development

To establish a more robust and regular monitoring process for RE, including lesson observations, termly work scrutinies and pupil conferencing, with outcomes fed back to governors.



## WHAT THE SCHOOL SAYS

SECTION B2: Attainment and progress in religious education	Outstanding	Good	Satisfactory	Inadequate
		√		

Key strengths identified by the school
<ul style="list-style-type: none"> <li>• Children at our school are a delight to teach, they value each other and show respect for one another in their lessons.</li> <li>• They engage fully with RE lessons and the thinking and dialogue that takes place during lesson is often of a very high quality.</li> <li>• Behaviour is good across the school and where it is more challenging is dealt with in line with our Catholic values.</li> <li>• The children take pride in their RE work and this is reflected in the respect they show for their RE books.</li> <li>• Marking is up to date and focuses on the learning needed; children expect their work to be marked, they look for the feedback and respond as appropriate.</li> </ul>

Areas identified for development by the school <i>(include timescale for action)</i>
Further develop the practice of assessment led planning and providing the children with feedback that secures further progress. [In line with School Improvement Plan Sept 2012 – July 2013]

## VALIDATORS' JUDGEMENT

SECTION B2: Attainment and progress in religious education	Outstanding	Good	Satisfactory	Inadequate
			√	

Key strengths
<p><b>Attainment and progress in religious education are at least satisfactory. Pupils enjoy their RE lessons and are keen to share what they are doing.</b></p> <p>The validators commend the school for the following:</p> <ul style="list-style-type: none"> <li>• Positive relationships are a strong feature of the school, enabling learning.</li> <li>• The work in the children's and class RE books show that there is some variety of approaches and activities, which support children's understanding of RE themes.</li> <li>• Most pupils work effectively when provided with appropriate levels of challenge and support.</li> <li>• In some of the work scrutiny examples, children have worked hard and produced a good quantity of work.</li> <li>• In some lessons that were observed, pupils showed good knowledge and understanding of the work. In the best lesson the teacher used a variety of assessment methods, including questioning, paired discussion and appropriately differentiated work, to achieve outcomes that were consistent with the learning intention.</li> <li>• The recent developments in planning and assessment were evident in the classroom and are beginning to have an impact in the quality of the work in children's books.</li> </ul>

Areas identified for development
In order for children to reach higher levels of attainment and make better progress, the activities need to be more challenging, especially in KS2.

## WHAT THE SCHOOL SAYS

SECTION B3: Quality of teaching	Outstanding	Good	Satisfactory	Inadequate
			√	

### Key strengths identified by the school

- Diocesan guidelines are followed in planning that is detailed, begins from assessment and focuses on the next steps for the children
- Good questioning is used in lessons to clarify understanding, identify misconceptions or move learning on. ICT and other resources are used within lessons to engage all learners and ensure learning objectives are met in the most effective way possible.
- A range of ways to respond to learning are used; for example art or drama, and recorded in a variety of ways; ensuring all children can engage and respond at their level for RE rather than being restricted, for example by their literacy ability
- CPD and Inset ensure that staff particularly those who are new or with no experience of Catholic schools understand the curriculum and the expectations in RE lessons
- Diocesan assessment materials are being used and have been incorporated in to our school planning format
- The quality of work being produced by the children in the RE books is good
- Professionalism and commitment from staff is good

### Areas identified for development by the school *(include timescale for action)*

To further embed the new planning format that supports assessment led planning. [Sept 2012 - July 2013]

## VALIDATORS' JUDGEMENT

SECTION B3: Quality of teaching	Outstanding	Good	Satisfactory	Inadequate
			√	

### Key strengths

**The quality of teaching in RE at St Peter's is good. On the day of the validation four lessons were observed and the quality ranged from good to outstanding. The impact of the work of the headteacher and assistant headteacher can be seen in the good teaching observed, but is not always evident in the children's books.**

Validators commend the school for the following:

- The good subject knowledge, which enabled higher-order questioning.
- The effective use of Scripture, presented in a variety of ways.
- Sharing of key vocabulary and success criteria.
- Lessons were well planned, with effective use of information and communication technology.
- Support staff were effectively engaged in supporting children.
- Good open-ended questions probed thinking and encouraged children to explain their ideas.
- Positive relationships.
- In the outstanding lesson pupils demonstrated a very positive attitude to learning.
- In all lessons application of Scripture to their own lives was made evident.

### Areas identified for development

Validators agree with the area identified by the school and also recommend that teachers' expectation of the amount of work that should be completed, be raised.

## SPIRITUAL AND MORAL DEVELOPMENT

### WHAT THE SCHOOL SAYS

SECTION C1: Spiritual development	Outstanding	Good	Satisfactory	Inadequate
	√			

Key strengths identified by the school
<ul style="list-style-type: none"> <li>• A range of collective worship experiences in a variety of settings are built in to the life of the school</li> <li>• Special days of reflection are held on key days; for example Advent begins with a whole school advent service at the parish church followed by a day of reflection in school.</li> <li>• Daily collective worship is given a high priority and takes place across the whole school at the same time ensuring everyone can participate and there are no interruptions to such an important part of the day. The whole school community are valued so begin each week by gathering together for collective worship, the first Monday of each month being led by the parish priest</li> <li>• The children play an active part in preparing for and participating in class acts of worship so that it becomes theirs.</li> <li>• Regular masses and liturgies are planned in for each year group in partnership with the parish priests. The children take a lead role in these and they are very well attended by parents.</li> <li>• The children and staff have good relationships with the Parish priests and appreciate their input</li> <li>• Children engage with respect and reverence during collective worship and refer back to the reflections during other learning time</li> </ul>

Areas identified for development by the school <i>(include timescale for action)</i>
Further develop opportunities for spiritual development in other areas of the curriculum [July 2013]

### VALIDATORS' JUDGEMENT

SECTION C1: Spiritual development	Outstanding	Good	Satisfactory	Inadequate
	√			

Key strengths
<p><b>The school is committed to the development of the spiritual life of the community and continues to seek new opportunities for worship, that are open to both pupils and parents.</b></p> <p>Validators commend the school for the following:</p> <ul style="list-style-type: none"> <li>• All aspects of school life contribute to the spiritual development of pupils.</li> <li>• Members of the School Council spoke positively about how much they enjoy participating in collective worship and prayer.</li> <li>• There is a variety of high quality planned religious experiences.</li> <li>• The very good support from the priests within the pastoral area.</li> <li>• Pupils' positive attitudes to worship, which demonstrate an open response to God.</li> <li>• The positive impact of worship and reflection on Scripture can be seen in the words, attitudes and actions of its members.</li> <li>• The acts of worship observed were calm and purposeful and the children engaged in prayer.</li> <li>• Pupils relate worship to their everyday lives and moments of reflection are well integrated into lessons.</li> <li>• The two collective acts of worship observed on the day of the validation were both outstanding and reflect the impact</li> </ul>

Areas identified for development
Validators agree with the area for development identified by the school.

## WHAT THE SCHOOL SAYS

<b>SECTION C2: Moral development</b>	<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Inadequate</b>
		√		

### **Key strengths identified by the school**

- An effective system of rewards, sanctions and recognition of learning behaviours is in place which encourages and supports the children's understanding of responsibility, consequences and the need for reconciliation.
- The SEAL programme is used to support moral development and the ability to empathise with others.
- Pupils enjoy school and are proud to be St Peter's pupils.
- Children have a strong sense of right and wrong
- The behaviour policy is consistently followed and all children are shown respect and understanding
- Parents are positive about the school and the opportunities provided for moral development, the vast majority support the school's approach and reinforce the messages
- There are many opportunities for children to take on positions of responsibility and leadership
- An Emotional Literacy Support Assistant is employed by the school to support children experiencing difficulties and a nurture room and group has been set up to support this important aspect of our work.

### **Areas identified for development by the school** *(include timescale for action)*

Develop the procedures for informing parents about the school's approach to sex and relationship education.

## VALIDATORS' JUDGEMENT

<b>SECTION C2: Moral development</b>	<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Inadequate</b>
	√			

### **Key strengths**

**The School Council stated 'Our School is like a lovely family, so we all join in together, because we know each other so well.'**

Validators judge the school to provide outstanding support for children's moral development and commend the school for the following:

- The mission statement has a very positive impact on school and is lived out in the words, attitudes and actions of its members.
- The positive role model offered to children by all staff in the school.
- Discussions with children and parents suggest that they have a very positive view of the school and a real sense of belonging.
- For the most part children's behaviour is positive, thoughtful and considerate. Children are aware that by demonstrating a positive attitude to learning they will be rewarded.
- Parents and children are confident that any problems or issues will be resolved quickly and effectively. Parents commented that the school is proactive and works hard to ensure that relationships are positive.
- The very high quality support offered by the Emotional Literacy Support Assistant, through the nurture group.

### **Areas identified for development**

Validators agree with the area for development identified by the school.

## **SOURCES OF EVIDENCE FOR THE VALIDATION**

### **As part of the validation process:**

- Two validators spent a half-day prior to the validation day, discussing the school's self-evaluation forms with the headteacher and touring the school.
- Two validators carried out the validation over a period of one day.
- Four religious education lessons were observed.
- Two class acts of collective worship were observed. One in KS1 and the other in KS2.
- Interviews and discussions were held with the headteacher, assistant headteachers, the parish priest, the RE manager, the chair of governors, a representative group of parents and the School Council.
- Informal conversations were held with pupils and staff.
- A representative sample of religious education and English books, covering all abilities was examined.
- Prior to and during the validation, both validators analysed the documentation provided by the school.
- Information regarding the opinions of parents was obtained by analysing responses to the parental questionnaire.
- Feedback from the lessons observed and collective worship observations was given to the staff involved.
- Formal feedback was given to the headteacher, assistant headteachers, the RE manager and chair of governors at the end of the validation.

### **Conclusion**

The validators would like to thank the head teacher, staff, parish priest, governors and pupils of St Peter's Catholic Primary School for the warmth of their welcome, open and honest discussions and their assistance and co-operation throughout this validation. They would like to wish them well for the future development of St Peter's.