

# DIOCESE OF PORTSMOUTH VALIDATION REPORT

## St Saviour's Catholic Primary School

Summers Lane, Totland Bay, Isle of Wight. PO39 0HQ

URN:118196

Date of previous validation 2<sup>nd</sup> and 15<sup>th</sup> March 2016

**Date of this validation 21<sup>st</sup> June 2022**



<b>Overall effectiveness</b>	Previous validation:	Good
	<b>This validation:</b>	<b>Requires Improvement</b>

<b>The school community:</b>	Good	<b>Attainment and progress in RE:</b>	Requires Improvement
<b>The wider community:</b>	Good	<b>Quality of teaching in RE:</b>	Requires Improvement
<b>Spiritual development:</b>	Good	<b>Leadership and management of RE:</b>	Requires Improvement
<b>Moral development:</b>	Good	<b>Leadership and management:</b>	Requires Improvement

### This is a school which requires improvement.

- Since the 2016 validation there has been a decline in the standards pupils achieve in religious education (RE). The expectations of pupils in this core subject are not high enough and pupils are not appropriately challenged in their learning.
- The quality of teaching in RE requires improvement. Key contributing factors are:
  - A lack of consistency in the quality of teaching.
  - Typically, lessons lack pace and too much emphasis is placed on teacher talk.
  - Insufficient opportunities are provided for pupils to think and work independently to deepen their understanding of the RE studied.
  - Support by other adults in the classroom needs to be more effectively deployed to enhance the learning.
  - Assessment does not sufficiently inform planning to meet the needs of all pupils.
- Development plans for RE do not have a strong enough focus on securing good quality teaching and pupil outcomes.
- Leaders have not been robust in carrying out the monitoring and evaluation of this core subject. Governors monitoring and evaluation is not sufficiently robust and lacks the appropriate challenge.
- There is a lack of clarity around the school's mission statement. Pupils were unable to share with validators their understanding of how it impacts on school life.

### Validators recognise the following strengths:

- The school is a caring, Christian, inclusive community based on Gospel values.
- Pupils were able to identify the values they strive to live out in their daily lives.
- There are positive relationships between staff and pupils based on mutual respect, care and guidance.
- In the RE lessons observed, pupils demonstrated secure attitudes to learning and were keen to engage in the activities provided.
- The RE leader who has only been in post a short time has already started to identify the strengths and weaknesses in RE. There is a strong commitment to improving this core area.
- The Christian witness and commitment of the headteacher and all those in positions of leadership, including governors, is evident in their relationships with the school community and the value placed on the Catholic life of the school.
- Parish-school links are strengthening post-pandemic; the local clergy are regular visitors and supportive of the school.

- The well maintained physical environment and displays in the shared area, celebrate the school's Catholic ethos.
- Pupils understand their responsibility as disciples of Christ and are given opportunities to live this out, for example, through the school's outreach and support for charities.
- Spiritual development is good with a variety of opportunities planned that enable pupils to develop their relationship with God.
- The school provides good opportunities for pupils' moral development; behaviour of pupils both within the classroom and beyond is good.
- Throughout the pandemic, the importance of RE and worship were recognised as key features of the school's home learning offer.
- There is a good relationship with parents, who are kept informed through a variety of communication tools. This has helped develop a good partnership between home and school. The survey completed as part of this inspection showed the majority of parents are positive about the school. However, the school would benefit from exploring with parents how to provide them with more information about the teaching of RE.

### What does the school need to do to improve further?

- Improve standards and the quality of teaching in RE, so that they are at least good, by:
  - Ensuring planning includes opportunities for pupils to think and work with greater independence.
  - Ensuring all staff supporting learning are clear on their role in maximising and enhancing the learning of pupils in the classroom.
  - Ensuring all pupils are challenged in their learning.
  - Ensuring assessments are used to inform future planning and learning.
  - Developing more robust monitoring, evaluation and improvement processes in RE.
  - Ensuring action planning in RE is primarily focussed on improving outcomes in RE.
  - Ensuring the governing body provide challenge, as well as support, and hold leaders to account for the standards and quality of teaching in this core subject.
- Undertake a review of the school's mission statement so that it is clearly owned and understood by pupils and other stakeholders.

## Full Report

### The school as a Catholic community

The school community:	Good
The wider community:	Good

- Relationships within the school community are positive as was seen during the validation. Pupils are respectful and have a trusting and secure relationship with staff.
- There is a calm and inclusive environment within the school, with the Christian ethos effectively modelled by staff.
- Currently, there is a lack of clarity around the mission statement of the school. Pupils were unable to share with the validators the mission statement or their understanding of how it is evident in the daily life of the school. They have a stronger understanding of the school's chosen values. In order for the school's mission to have a greater understanding and therefore impact, a review of the statement needs to take place to ensure it is owned and fully understood by pupils and all other stakeholders.
- The school's Catholic identity is shared with new families and staff.
- The Catholic ethos is evident within the school environment which is well maintained. The displays in shared areas contribute to an attractive and purposeful community.

- Home-school links are secure, leading to positive relationships. The school uses a variety of tools to communicate with parents, working hard during the pandemic to offer support and guidance to families. Parents would like further clarity on what is taught in RE so that they can actively support their children.
- Pupils undertake a variety of roles within the school, including well-being ambassadors, house captains and school councillors. The pupils are good ambassadors for the school and are proud to be members of St Saviour's Catholic Primary School.
- Parish– school links are effective and developing. The display of pupils work in RE is much enjoyed by the parish, and local clergy are keen to be involved in the school.
- Leaders recognise that in order for St Saviour's to continue to improve, stronger links need to be forged with other local and Catholic schools that are mutually beneficial to all those involved.
- The school supports a variety of charities, including Cafod, the Poppy Appeal and the local foodbank. Pupils have a clear understanding of how this comes from the school's Christian ethos and links back to scripture.

## Curriculum religious education

Attainment and progress:

Requires improvement

Quality of teaching:

Requires improvement

Leadership and management of RE:

Requires improvement

- From the activities carried out during the validation it is evident that since the 2016 validation there has been a decline in the standards pupils achieve in religious education (RE). The expectations of pupils in this core subject are not high enough. Pupils are not appropriately challenged in their learning.
- The quality of teaching in RE requires improvement. Key contributing factors are:
  - A lack of consistency. There are some examples of stronger teaching in pupils' books but these are too infrequent. A variety of activities are being offered to engage the pupils but learning is hindered when these tasks are low level and lack challenge for all groups of pupils.
  - From the teaching observed during the inspection, lessons can lack pace and too much emphasis is placed on teacher talk with insufficient attention paid and time given to deepening pupils' thinking and providing opportunities to work independently.
  - Pupils have a secure knowledge of the scripture taught; this is not always used to encourage pupils to think at a deeper level. Pupils are given too much support and scaffolding in their learning reducing the need for them to think for themselves and draw on their prior learning.
  - Although teachers have based planning on Diocesan guidance, greater thought needs to be given to differentiating the learning to reflect the age and ability of the pupils.
  - Support by other adults needs to be more effectively deployed to enhance learning.
  - Assessment does not always inform planning in order to meet the needs of all pupils.
- RE displays in classrooms reflect the learning and in the best examples include pupils' responses to the RE theme.
- Pupils attitude to learning and behaviour are good. They listen to instructions and engage with their teacher.
- The recently appointed RE leader is developing a secure understanding of the strengths and development needed in RE. She has introduced a new assessment system and is keen to ensure outcomes are used effectively to inform future planning.
- Development planning in RE is not focussed on the areas of greatest priority. The drive for improvement needs to be centered on securing good quality teaching and pupil outcomes.

- As part of the validation, leaders demonstrated they are able to make accurate judgements about the quality of teaching and learning, however, insufficient time has been given to monitoring the subject leading to a lack of knowledge of current practice within the school. As a result, leaders have too little insight into standards in RE and have not acted promptly to address weaknesses in teaching and the limited progress in their learning by pupils.
- Leaders need to ensure staff are clear about the key expectations of teaching RE and that staff are supported to improve their practice in order to raise the quality of teaching and learning in this core subject.

## Spiritual and moral development

Spiritual development:	Good
Moral development:	Good

- Pupils' spiritual development is supported by a variety of liturgical celebrations, including Prayer and Praise worship, school and class Masses and non-Eucharistic liturgies. The school grounds are also used to enhance the pupils' spirituality.
- Pupils' attitudes to worship are good, which is evident during acts of worship. Pupils were enthusiastic in their singing and recognised this as a time to praise God. They also reported they like the quiet and time to reflect that the worship affords them.
- Worship is clearly planned, with themes relevant to the liturgical year or reflective of current events and scripture is used to enhance the worship.
- Pupils spoken to during the day, were positive about prayer and there are some opportunities for pupils to lead parts of worship. Moving forward, the school should consider approaches to develop pupil led worship where they have the opportunity to plan, lead and evaluate worship according to their age and ability.
- All classes have a dedicated prayer space. Staff would benefit from guidance and clarity about how these can be developed with greater consistency.
- The support from the local clergy enhances the spiritual life of the school. One is a frequent visitor to the school and spoke positively about the welcome he receives from all in the school. The church, adjacent to the school, is used to support both RE and worship.
- All members of the community are invited to join the school for liturgies and masses.
- The school's Christian ethos underpins the moral development of pupils, with staff providing effective role models for the children. As a result, pupil behaviour at St Saviour's is good.
- Pupils are justifiably proud of their roles as school councillors, house captains and well-being ambassadors. They value their school where everyone is kind to each other.

## Leadership and management: Requires improvement

- The headteacher and all those in positions of leadership, including governors, give a clear Christian witness and this is recognised and appreciated by the school community. This was particularly evident during the pandemic.
- The importance and centrality of the school's Catholic ethos is recognised in its core place within the school's 'curriculum for learning'.
- Governors are fully committed and supportive of the school, however, although RE and the Catholic life of the school are a regular agenda item and governors take a keen interest in their development, they are currently providing insufficient challenge around these key areas.
- Leaders, including governors, have high ambitions in regard to all aspects of school life. To better support the school in attaining these high expectations more robust improvement planning needs to be put in place with clear measurable outcomes, enabling success and progress to be monitored and evaluated by both leaders and governors, and offer appropriate challenge.

- Staff development in RE and the Catholic life of the school is limited, leading to inconsistencies of approach. Staff are confident about seeking support from the RE leader; this tends to be linked to subject knowledge with a lack of focus on pedagogy. To address the areas for improvement, a structured staff development plan needs to be put in place.

### School details

<b>Name of school</b>	St Saviour's Catholic Primary School
<b>Age range of pupils:</b>	4 – 11
<b>Gender of pupils:</b>	Mixed
<b>Number of pupils on roll:</b>	152
<b>Chair of Governors:</b>	Ian Looseley
<b>Headteacher:</b>	Gina Owrid

St Saviour's Catholic Primary School is a smaller than average primary school situated in the Totland and Freshwater parish, which is part of the Isle of Wight pastoral area. 20% of pupils are Catholic; the proportion of Catholic pupils has declined since the last validation. 7% of pupils have English as an additional language. The proportion of children entitled to free school meals is broadly average as is the percentage who have special educational needs.

### 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

Ursula Clark	Lead Validator
Robert Dare	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 whole school and class worship.
- Observations of teaching and learning in RE, including joint observations with the headteacher and RE leader of school.
- Pupil work scrutiny.
- Parental survey
- Feedback of key findings to the headteacher, RE leader, chair of governors and one of the clergy attached to the school.

### Conclusion

The validators would like to thank the headteacher, RE leader, staff, governors, the local clergy, parents and pupils of St Saviour'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.