

DIOCESE OF PORTSMOUTH VALIDATION REPORT



Saint Peter's Catholic School

Southbourne Site:
St Catherine's Road,
Bournemouth,
Dorset,
BH6 4AH

Iford Site:
Holdenhurst Avenue,
Iford,
Bournemouth,
BH7 6RJ

URN: 137349
Date of previous validation: 3rd – 4th November 2014
Date of this validation: 9th – 10th March 2020

Overall effectiveness

Previous validation: Good
This validation: Outstanding

The school community:

Outstanding

Attainment and progress in RE:

Good

The wider community:

Outstanding

Quality of teaching in RE:

Good

Spiritual development:

Outstanding

Leadership and management of RE:

Outstanding

Moral development:

Outstanding

Leadership and management:

Outstanding

This is an outstanding school

- The mission statement, 'With Christ as our guide, learning together, loving God and each other, becoming the best we can be', is known and valued by all, and can be seen lived out in the daily life of the school.
- There is a strong sense of Lasallian welcome, care for the individual and desire to serve. Throughout the school, there is a calm sense of order and purpose.
- Parents are very positive about the school, with one commenting, 'It's a wonderful, caring, kind, inclusive, supportive and friendly community'.
- The headteacher and head of primary model a professional and authentic approach to Catholic education, which is clearly based on the Lasallian tradition. They are well supported by a committed body of teaching and support staff.
- Governors' commitment to the Catholic life of the school is exemplary. Their support and challenge has enabled the school to grow and plan carefully for the future.
- Curriculum religious education (RE) is valued by all in the community. Strong teams are well supported in planning and delivering a curriculum where students can both learn about and learn from faith.
- Chaplaincy provision is dynamic, imaginative and inclusive. The chaplains, well supported by local clergy and RE teams, offer an authentic experience of the faith for young people. Young people are clear that their witness is relevant, alive and has a long lasting impact.
- Daily prayer is well established, with a variety of experiences offered and many opportunities given for student leadership.
- The school puts Catholic social teaching into practice by its firm commitment to charitable and social justice causes. The long-term support of the Brother Lionel fund is an extraordinary legacy.

What does the school need to do to improve further?

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

- Ensure, in accordance with the guidance set out by the Bishops of England and Wales, that curriculum RE in key stage 3 is taught for a minimum of 10% of curriculum time, and that a sixth form programme for General RE is provided.
- Ensure the RE department continues to develop and monitor the effectiveness of strategies to improve progress and assessment in key stage 3 and key stage 4,
- The school to continue to focus on the transition process and planning (Bridge Curriculum) for the first cohort from the primary phase to join the secondary in 2021/22.

Full Report

The school as a Catholic community

The school community:

Outstanding

The wider community:

Outstanding

- The headteacher and head of primary have developed an excellent working relationship which leads to outstanding Catholic leadership across the school. They share a distinctively Lasallian vision of Catholic education with all in the community at all times.
- The school is supported very well by local clergy and religious. There are strong and established links with a number of local parishes.
- Students feel well supported throughout their time at the school. The strong pastoral systems ensure that young people feel safe and have an adult to talk to when needed. The pastoral team take a pride in knowing each child well.
- Numerous avenues exist for students to share their talents and serve the local community. These range from the school production, charitable events like 'Be More Claire' and the Multi Skills Festival directed by Sports Leaders. Primary pupils were very keen to share how important it is to reach out to those in need and be of service to others, one pupil commented, 'We should help others because that's what Jesus did.'
- The passion for supporting the Brother Lionel Fund and helping those less privileged to ensure their education, is an outstanding feature of both phases. Students speak proudly of the ingenious ways they have raised funds and awareness of this endeavour.
- Sixth form students value the academic and spiritual life of the school, with those joining in Year 12 recognising the distinctive ethos, tangible respect for others and willingness of staff to 'go the extra mile'.
- Staff speak warmly about the school, describing the caring, family and supportive nature of this community.
- The school website, which is undergoing review, is lacking in a number of areas and could be better used to share and celebrate the Catholic life of the school.
- Induction into the Catholic life of the school is strong, and there are good links between the two phases ensuring Saint Peter's works as a single community.
- There are many signs of the school's distinctive Catholic ethos throughout the school. Plans are in place to enhance this further, including a chapel and prayer garden on the primary site.

Curriculum religious education

Attainment and progress:

Good

Quality of teaching:

Good

Leadership and management of RE:

Outstanding

- Religious education is very much at the heart of the school. The subject is valued by leaders, staff and pupils. Learning is clearly based around scripture and Catholic beliefs, practices and traditions.
- All in leadership roles, including governors, recognise the importance of RE and seek the highest quality of RE for the pupils in the school.
- In the **primary** phase, the evidence in pupils' books, the consistently good or better quality of teaching, the high outcomes and discussions with pupils all combine to show that attainment and progress in RE are very strong. There is a notable element of challenge.
- Children are engaged, interested and quick to demonstrate their very good subject knowledge and religious vocabulary. Very good learning behaviours are evident. Lessons are engaging and clearly focussed on key skills in religious education. Learning is supported by well-organised environments, well-chosen resources and targeted support from teaching assistants.

- The subject is very well led in the primary phase; with both the RE leader and head of primary demonstrating a real passion, ambition and drive for the subject. Their expertise has helped steer the school to the very high outcomes seen in the primary phase during the inspection.
- Progression across the primary phase is very evident as is the variety of tasks the children are given and the obvious pride the children take in their work. Regular opportunities are provided for the children to apply what they are learning to their own lives or to the wider society.
- In the **secondary** phase, teaching is good with established models of teaching across the school. Staff are fully committed, planning and teaching a varied curriculum across the key stages. Teacher subject knowledge is excellent and classroom displays are vibrant and help nourish the intellect in the mysteries of the faith.
- Lessons observed found students enjoy studying RE and were able to demonstrate good subject knowledge. Students were engaged through the use of a range of activities, including IT. Learning would be enhanced further through the provision of more opportunities for active learning by the students. Support staff, where present, were well deployed to support learning.
- Books are well marked by the staff, however, there are currently too few opportunities for peer marking.
- Results at key stage four are good, and progress is at least good in all key stages. There is good evidence that progress and outcomes are improving in key stage three and plans are in place to improve outcomes at key stage four. This needs to be a key focus moving forward.
- Students are willing to learn and are grateful for the efforts put in by their teachers.
- The school currently does not have a programme in place for General RE for the **sixth form**. This is a requirement for diocesan schools and needs to be addressed as a matter of urgency.
- The leadership of RE is outstanding. The head of RE has a clear vision for the subject. There are a dedicated group of professionals who work and support to implement this vision. Staff from the RE department are actively involved across the school in other areas of school life.

Spiritual and moral development

Spiritual development:

Outstanding

Moral development:

Outstanding

- Prayer is an integral part of life at St Peter's across all areas of the school community. 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. Strong examples include:
 - The range of celebrations linked to the liturgical year, for example the 'Remember Those we Love' event to mark the month of November.
 - The opportunities to come together as a whole school to celebrate and share their faith and ethos, for example 'Be More Claire Day'
 - The opportunities for pupils to plan and lead worship in the school.
 - Regular opportunities for Eucharistic Adoration.
- Students engage with prayer and worship with reverence and respect.
- The chaplaincy staff ensure that the Chapel is at the heart of the school, with both students and staff valuing it as a safe and sacred place.
- Chaplaincy is vibrant across both phases, with links being made to ensure a smooth transition in terms of spiritual development for students.
- The resources produced to support worship reflect the liturgical calendar as well as significant events for the community. These are creatively presented, appealing to the different ages of the students within the school.
- Retreat days, from Year 4 upwards, and residential opportunities are offered to students to further their spiritual formation.

- Being part of the Lasallian community is valued by staff and students and the spirituality of St John Baptiste de la Salle permeates the prayer life of the school.
- In the primary phase, the school has established prayerful links between home and school; all children have the opportunity to take home a 'prayer bag' for the week. This provides a variety of resources to facilitate family prayer.
- A particular strength of the primary phase is the expectation that all pupils, beginning in the foundation stage, will take a lead in planning and delivering their class worship. The children have all risen to this challenge and enjoy taking on this very special responsibility.
- Behaviour is outstanding. Clear guidelines are followed willingly and respectfully. Students respond to the praise and sanctions procedures well. Staff model positive behaviours and are respectful of each other and of the students.
- Systems and policies are in place to ensure that students are safe, happy and can thrive at the school. All staff are aware of their professional responsibilities and go 'above and beyond' in their care of the students, seeing the worth of each individual. This was especially seen in Nurture and the Hub and in the provision of SEN support.
- Students speak with pride about being at St Peter's and they acknowledge that their teachers care for them as well as teach them.
- Students understand how they contribute to the greater good through their charitable endeavours and are proud of what they achieve in this regard.

Leadership and management:

Outstanding

- The headteacher has quickly grasped the areas of strength and development in the school. Strategic decisions about the school are firmly rooted in concern for each individual child.
- The head of primary leads a very strong and committed team and works in close partnership with key staff located on the secondary site to ensure a common approach.
- Leaders and staff across the school are fully committed and enthusiastic about the opportunities provided by the all-through school and are looking forward with eagerness to the next academic year when the school will be complete. Plans are being developed on a Bridge Curriculum which aims to ensure a smooth transition from the primary to secondary phases of education, with a common approach to teaching and learning being developed.
- Governors fulfil their duties with care and a high level of professionalism. They understand the distinctive nature of Catholic education and clearly articulate a vision for the continuing mission of the school in all its aspects. Governors need to ensure the school follows the expectation of the diocese and of the Bishops' Conference that 10% of curriculum time is devoted to RE, and that a programme of General RE is offered to all students in the sixth form.
- The primary subject leader for RE and the secondary head of RE are clearly motivated to provide the best opportunities and outcomes for curriculum religious education.
- Staff are well supported in their development needs and benefit greatly from collaborative working, training and the individual support and coaching they receive.
- Student leaders are firm in their commitment to the school and excellent ambassadors for its mission and purpose.
- The school has engaged with the self-review process, with the majority of areas highlighted for development in the previous validation being addressed.

School details

Name of school:	Saint Peter's Catholic School
Age range of pupils:	4-18
Gender of pupils:	Mixed
Number of pupils on roll:	1928
Chair of Governors:	Mrs Nicole Sharp
Headteacher:	Mr Ben Doyle
Head of Primary:	Miss Liz Wogan

St. Peter's is a very large all-through school, located on two sites in Bournemouth. The Primary phase is two-form entry and currently consists of Years R through to 5. September 2020 will see the Year 5 cohort roll into Year 6, thus completing the plan for the first all-through school in the Diocese. The Secondary Phase contains a large Sixth Form. 72% of the student population are Catholic. There are 125 members of teaching staff, and 72 support staff. 17% of all staff are Catholic. 9% of children are on the SEN register. 17% of students have English as an Additional Language. 7% of students qualify for Free School Meals. 16% of students are in receipt of Pupil Premium funding. 0.15% of students are from British service families.

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

Lead Validator	-	Mr John Wright
Assistant Validators	-	Mr Robert Dare, Mr Jamie Carroll, Mrs Julie Oldroyd and Mr David Walford

Activities carried out as part of the validation

Day 1: Primary Site

- Ethos walk with Year 5 students.
- Meeting with senior leaders.
- Observation of class worship and whole school assembly.
- Meeting with governors.
- Work scrutiny.
- Meeting with RE Lead.
- Lesson observations.

Day 2: Secondary Site

- Observation of tutor worship and Year 11 assembly.
- Ethos Walk with Year 9 students.
- Meetings with senior leaders.
- Meeting with Head of RE.
- Meetings with student groups.
- Meeting with local clergy and lay chaplains.
- Observation of chaplaincy and inclusion sessions.
- Lesson observations.
- Work scrutiny.

Conclusion

The team wishes to thank the school for its warm welcome and co-operation during the validation process.