

## DIOCESE OF PORTSMOUTH VALIDATION REPORT



### St Peter's Catholic Secondary School

Southbourne Site:	Iford Site
St Catherine's Road	Holdenhurst Avenue
Bournemouth	Iford
Dorset	Bournemouth
BH6 4AH	BH7 6RJ

URN:	137349
Date of previous validation	22 <sup>nd</sup> - 23 <sup>rd</sup> June 2009
<b>Date of this validation</b>	<b>3<sup>rd</sup> - 4<sup>th</sup> November 2014</b>

<b>Overall effectiveness</b>	Previous validation:	outstanding
	<b>This validation:</b>	<b>Good</b>

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

#### This is a good school

- St Peter's School is a very good Catholic school, deeply rooted in its Lasallian heritage and actively seeks opportunities to live out its mission.
- The governing body and school leadership have sought to develop their self-evaluation procedures and have a good understanding of the school's strengths and weaknesses.
- The school follows the agreed diocesan policy for self-review.
- Curriculum religious education (RE) is given prominence and value in the school and its importance is acknowledged.
- GCSE results are consistently above national averages and AS results for RE are outstanding.
- The school ensures that students have the opportunity to participate in a range of extra-curricular activities, which support their spiritual, moral and cultural formation.
- Staff and students are positive about the school, behaviour is good and staff provide good role models.
- The importance of the Chaplaincy Team and the Inclusion Room are universally acknowledged.
- Prayer and worship are key features of the school. The school also ensures that the needs of the community in times of crisis are provided for, for example by the Rainbows Programme.
- The school welcomes and respects students and staff from other faiths and works with the Holocaust Education Trust and CAFOD to deepen understanding of peace and justice issues.
- Parents/carers hold the school in high regard.

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

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

- Improve the consistency and quality of tutor prayer to ensure that all students have equal opportunities to deepen their spiritual life.
- Clarify the department planning cycle for curriculum RE. In addition, the governing body should continue to refine the ways in which they hold the school to account and in particular to ensure the impact of actions and activities.
- Ensure the systematic monitoring of the quality of teaching and learning in curriculum RE, with regular and rigorous feedback as appropriate.

#### Full Report

## The school as a Catholic community

The school community:	<b>Outstanding</b>
The wider community:	<b>Outstanding</b>

- St Peter's School is a school which works hard to ensure that its mission statement has a positive impact on the life of the school.
- The importance of faith and community is evident in the school. An example of this is the weekly staff briefing held in the school chapel and led by the headteacher. Prayer is held at the heart of this briefing.
- The community is warm and welcoming, students and staff are courteous and helpful to visitors, and relationships within the community are strong. Students make reference to this and many parents acknowledge it.
- Staff induction and ongoing continuous professional development/formation ensure that all staff have the opportunity to reflect on the distinctive nature of a Catholic school. This is especially supportive for non-Catholic staff.
- Student Voice is a developing feature of the school but is not yet fully embedded across all years.
- The school has links with local parishes and feeder schools, with the diocese and a number and inter-national organisations and charities, in particular the De La Salle community.
- The school works with a number of local and diocesan schools and should be encouraged to become more proactive in seeking out more opportunities for collaboration, particularly with other Catholic Secondary Schools.

## Curriculum religious education

Attainment and progress:	<b>Good</b>
Quality of teaching:	<b>Good</b>
Leadership and management of RE:	<b>Good</b>

- Curriculum RE is given prominence in the school and is valued and seen as important by staff, parents and the majority of students. The department has a significant impact in many areas of the spiritual life of the school such as the Rainbows programme.
- Attainment at GCSE has been consistently above the national average over the last four years and has remained high despite a higher proportion of year 11 students being entered for the examination. The percentage of students achieving top grades at GCSE is consistently above the national average. Students with high and middle prior attainment made good progress and the school has strategies in place to improve progress by students with lower prior attainment. Disadvantaged students and those with special educational needs make less progress than other students. All students are now entered for GCSE Religious Studies and this policy is to be encouraged.
- Results at A level have improved in the last two years and students are now making satisfactory progress; fewer students with lower prior attainment make expected progress. AS results have improved faster and students now make outstanding progress.
- The department is working on improving the quality of assessment and feedback to students. This is not yet embedded consistently across the department. In the sixth form innovative use is made of electronic submission of work and marking.
- The school has increased the provision of RE in key stage 3 to meet the requirements of the bishops' directive and plans are in place to provide General RE in the sixth form from September 2015. It is important that the plans are implemented and evaluated.
- The subject leader and assistant leader are committed to ensuring that the faith explored in the classroom can be experienced and developed beyond, for example at the Lasallian camp at Kintbury.

## Spiritual and moral development

Spiritual development:

Moral development:

**Outstanding**

**Good**

- The Lasallian heritage of the school is highly valued by the governors and school leaders.
- The school provides a variety of high quality religious experiences and an assortment of worship developed by the chaplaincy team and supported well by local priests. The impact can be seen in the strong sense of community and values expressed by students.
- Imaginative opportunities to nurture students' spiritual development can be found across the school curriculum and not only in RE, for example, in programmes such as 'Empty Vessels' in year 7.
- Assemblies and liturgies are planned carefully to meet the needs of students, and students and staff are involved in monitoring their effectiveness and impact. A range of high quality resources is provided by the chaplaincy team for worship in tutor groups but regular monitoring and evaluation of the quality of prayer in these settings would lead to greater consistency in delivery.
- Opportunities for reflection for both staff and students enable them to deepen their relationship with God. The school has sustained its commitment to ensuring that every student has an experience of a residential retreat during their time at the school, as well as additional in-house and external retreats.
- Parents and carers are invited to be actively involved in the school's prayer life through the weekly prayer shots and are invited to attend all class Masses and to join their children for Mass on day retreats.
- The recently developed behaviour for learning policy and the principles behind the school's inclusion room are embedded in the school's mission statement.
- Students have a good understanding of right and wrong and behaviour in the school is good and seen as improving.
- The school's sex and relationships education programme is taught by the RE department and supports the teaching of the Church.
- Learning monitors and student prefects are now in place but are not yet a prominent feature of life throughout the school.

## Leadership and management:

**Good**

- The headteacher provides strong and robust Christian leadership; this was acknowledged and valued by staff and governors.
- The school is developing a challenging and supportive approach to self-evaluation, which is enabling the school to progress. The school should ensure that this is fully embedded across all areas of the school and in particular in evaluating the impact of curriculum RE and in regards to the Catholic dimension of the school.
- The governing body has designated a link governor to oversee the Catholic life of the school; a deputy headteacher has responsibility for this within the leadership group. While progress has been made since the last validation to more fully integrate this process into the school's overall self-evaluation programme, this work is still ongoing.
- School leadership sets a very clear direction for staff on issues relating to the Catholic Life of the school but do not systematically monitor important aspects of this, such as tutor prayer.
- The curriculum RE department does not yet have a medium or long-term strategic plan. The school should now consider developing longer term strategic planning for the Catholic life of the school and curriculum RE.
- The school leadership has a good capacity to improve.

## School details

**Name of school:**

St Peter's Catholic Secondary School

<b>Age range of pupils:</b>	11-18
<b>Gender of pupils:</b>	Mixed
<b>Number of pupils on roll:</b>	1537
<b>Chair of Governors:</b>	Richard Dickinson
<b>Headteacher:</b>	David Todd

St Peter's is a larger than average secondary school. Years 7 and 8 are taught on a separate site. A significant percentage of students are Catholic, with approximately 25% of students from other faiths. The school admits students from a wide catchment area and students from a wide variety of socio-economic backgrounds. The proportion of students from minority ethnic backgrounds is below national average; the proportion of disabled students and students with special educational needs is also below national average and the proportion of students who are in receipt of pupil premium is also below national average.

### **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**

Mr A J Corish  
Miss A-M Brister

#### **Activities carried out as part of the validation**

- Ethos walk with two year 13 students
- Discussion on the school self-review documentation
- Meetings and discussions with two student groups
- Meetings and discussions with headteacher, leadership team members, head of RE and line manager, staff, parish priest and chaplaincy team
- Work scrutiny
- Seven lesson observations
- Five tutor observations
- One assembly observation
- Attendance at staff briefing
- Meeting with representatives of the governing body
- Parental survey

### **Conclusion**

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