

# DIOCESE OF PORTSMOUTH VALIDATION REPORT



## St Saviour's Catholic Primary School

Summers Land, Totland Bay, Isle of Wight PO39 0HQ

URN: 118196

Date of previous validation March 2011

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

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

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

### This is a Good school

- St Saviour's is an example of a school where Christ is at the centre and all recognise that "He came so that we may have life, and have it to the full."
- The Christian witness, vision, leadership and dedication of the headteacher are key strengths of the school which have allowed the school to flourish.
- The school embraces the self-review process to drive continuing improvement. Governors support the school to live out its mission.
- Pupils are wonderful ambassadors for the school and speak about their school with pride. Their outstanding behaviour and attitude are underpinned by their living out the school's mission statement. Children say, "This is a great school. Everyone looks out for each other and will help you if you are stuck or sad".
- Religious education (RE) is central to the life of the school. The RE leader has worked tirelessly to ensure progress and attainment are good and continually improving. Rigorous monitoring and evaluation ensure that the current high standards in teaching and learning will continue to improve even further.
- An overwhelming majority of parents, who responded to the survey, were positive about all aspects of school life.
- Spiritual and moral development are outstanding.
- The very positive impact of prayer and reflection on Scripture can be seen in the daily life of the community.
- The range and quality of worship are of an extremely high standard. Prayer is a natural part of the daily routine of the school day. The school's Catholic ethos is enhanced by the physical environment and the many displays celebrating its Catholic identity.

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

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

- To improve standards further in RE, provide opportunities for team teaching and peer observation to support teachers in developing their RE subject knowledge, so that teaching continues to develop and work towards 'outstanding'.
- Develop a whole school approach to the recording of RE work.
- Foster closer relationships with local Catholic schools, so that good practice, especially in RE teaching, can be shared and celebrated.

## Full Report

### The school as a Catholic community

The school community:	Outstanding
The wider community:	Good

- The community of St Saviour's is a community of faith, firmly embedded in Gospel values, where every member is nurtured, valued and encouraged to "live life to the full".
- School leaders provide a strong and effective model of Christian leadership. They inspire the community to share in a strong sense of vision and mission, resulting in a collaborative and successful school with a positive ethos and a drive for continuing improvement.
- The humility and dedication of the headteacher enables the school to flourish.
- Links with the parish community are strong, through shared worship and with parishioners volunteering within school and the school assisting at parish events.
- The school communicates effectively with parents, ensuring they are kept up to date with what is happening and are given opportunities, such as 'Share Afternoons,' to visit and participate in the life of the school. The Friends' Association is active and enthusiastic.
- Parents are very supportive of the school: "I want to get involved in the school and I am passionate about the school and the way it is involved in the community and church."
- The development of the physical environment contributes to creating an attractive and purposeful school, with high quality displays that make explicit the Catholic nature of the school.
- The strength and warmth of the relationships between all members of the community and the welcome offered to visitors is notable.
- Pupils from a wide range of groups have a strong and highly valued voice. They contribute to school life by being playground buddies, house captains, CAFOD representatives, prayer partners and school council members, preparing them for 21<sup>st</sup> century citizenship. Pupils take on these responsibilities with pride, stating; "Being a buddy helps the little ones when they start school".
- All members of the school community demonstrate their commitment to the principles of stewardship, by supporting many local, national and international initiatives and many charities including CAFOD, KissyPuppy, Earl Mountbatten Hospice, Save the Children, Freshwater Independent Lifeboat, IOW Foodbank, Macmillan Cancer Support and the British Heart Foundation and visiting residential homes.

### Curriculum religious education

Attainment and progress:	Good
Quality of teaching:	Good
Leadership and management of RE:	Good

- Curriculum RE is valued highly within the school. This is evidenced in the majority of RE books, where it can be seen that pupils acquire knowledge, develop their understanding and apply the skills they have learnt.
- The RE leader is a key figure within the school and actively promotes the high standards in RE, through her own subject knowledge and the support she provides.
- A range of rigorous monitoring activities, enable the school to set clear direction. As a result, development planning in RE is focused and leads to largely good outcomes.

- The school has developed the use of assessment based on the national levels of attainment. Termly moderation is developing accuracy. Children are challenged to deepen their learning, through an effective school marking policy.
- Learning is supported by excellent relationships between the teachers and pupils, well-organised environments, wide ranging and well-chosen resources and targeted support from teaching assistants, ensuring pupils are motivated and engaged.
- The great majority of teaching is securing good progress and learning, through engagement of children and building on previous learning. In the best lessons teaching was highly effective and allowed all learners to make a valid contribution to their understanding and theological development.
- The class books provide evidence of good curriculum coverage and celebrate the RE work done in class discussions.

### **Spiritual and moral development**

Spiritual development:

Outstanding

Moral development:

Outstanding

- Many aspects of school life contribute to the spiritual development of pupils and can be found across the curriculum. The school makes the most of its beautiful setting, with children being encouraged to take opportunities to appreciate the awe and wonder of God's creation.
- In the spirit of the mission statement to 'live life to the full' children make the most of the many opportunities they are offered at school, engaging enthusiastically with extra-curricular activities and special events. The school nurtures the children's sense of aspiration, one example of this being visits to Southampton University.
- There is a wide variety of high quality worship throughout the liturgical year, developed through a planned programme. This includes a weekly timetable of acts of worship, including Prayer and Praise, older children leading the planning and delivery of class worship, prayer partnering, lunchtime prayer groups, a day of reflection and Mass.
- The pupils' outstanding moral development is supported through the strong moral code, explicit within the school, based on Gospel values, with reconciliation being at the core. A culture of high expectations and positive encouragement exists.
- Behaviour around the school is exemplary. Pupils are highly considerate and supportive of one another, as shown by the Playground Buddy system. Staff provide excellent pastoral care, guidance and support to all pupils, such as through the ELSA programme.
- Pupils are justifiably proud of their school.

### **Leadership and management:**

Good

- The personal witness to the faith, lived out by the headteacher, provides a strong vision and direction for the work of the school.
- There is a clear vision for the school and a culture of self-assessment and reflection by the senior leaders, staff, and governors, which has led to improvements in all areas of school life. Contributions to self-review are valued and there is a strong sense of purpose and mission.
- Morale is high and staff are committed to the mission, development and success of the school. This is made possible by the unfailing support of senior management and all leaders.
- Good progress has been made on the issues identified for improvement in the last validation due to strong and confident leadership.

## 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>	133
<b>Chair of Governors:</b>	Patricia Williams
<b>Headteacher:</b>	Maureen Etheridge

St Saviour's Catholic Primary School is a small school situated in Totland, Isle of Wight, serving the parish of St Saviour's. It is situated next to St Saviour's Church and serves the population of West Wight. The pupils are of predominately White British heritage. The number of pupils receiving free school meals is below average, whilst the number of children with SEN support is above.

Since the last validation the school now has a substantive headteacher and following the re-organisation of education on the island, the school is now designated a primary school.

## 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

Louise Buxton	Lead Validator
Sarah Matthews	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 a class worship.
- Observations of teaching and learning in RE, including joint observations with the headteacher and RE leader.
- Pupil work scrutiny.
- Feedback of key findings to the senior leadership team.

## Conclusion

The validators would like to thank the headteacher, assistant headteacher, RE leader, staff, governors, 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.