



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ST SWITHUN'S CATHOLIC SCHOOL

Name of School:	St Swithun's Primary School
Headteacher:	Andrew Olive
Hub:	Portsmouth Hub
School type:	Catholic Primary School

Overall Peer Evaluation Estimate at this QA Review:	EFFECTIVE
Date of this Review:	04/03/2020
Overall Estimate at last QA Review (if applicable)	EFFECTIVE
Date of last QA Review (if applicable)	04/02/2019
Grade at last Ofsted inspection:	GOOD
Date of last Ofsted inspection:	24/09/2019



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Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels	Leading
Quality of provision and outcomes	Effective

AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Overall Peer Evaluation Estimate	Effective
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Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed peer evaluation estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

St Swithun's Catholic Primary is an average-sized, oversubscribed primary school with 315 pupils. The early years foundation stage (EYFS) is made up of a 25-place nursery and two reception classes. There are three mixed age classes in Years 1 to 4, also in Years 5 and 6. The mixed age classes are due to the local authority admission number for this setting being 45 per year group.

The proportion of pupils eligible for pupil premium is 25%. 44% of pupils have English as an additional language (EAL), with 27 first languages spoken.

The school's definition for disadvantaged pupils is broader than the national definition. It encompasses pupils with additional barriers to learning that potentially could impact on them achieving age related expectations. These barriers are seen as opportunities to shape the provision for the pupils. To meet the needs of their learners so that they flourish.

"Love one another as Jesus loved us", is the schools' mission statement. It underpins the inclusivity of the St Swithun's family plus drives their courageous advocacy in the best interest of their pupils.

2.1 Leadership at all levels - What went well

- The school is culturally inclusive. This strategic approach focuses on the overcoming of barriers to improve pupils' social and emotional wellbeing, so that they are able to thrive and achieve in the school setting.
- Leaders train and deploy teaching assistants (TAs) judiciously for pupils with special educational needs and / or disabilities (SEND) to increase independence and equality of access to provision.
- Enrichment activities intensify pupils' first hand experiences beyond the school. This links well with the school's mission statement aspirations.
- Leaders have ensured that learning environments contain relevant vocabulary. This has improved pupils' use of subject specific vocabulary in their responses.
- EYFS baseline data and transition arrangements informs strategic decision making. This helps to improve and adapt the provision to meet the needs of each cohort. High quality continuous provision is also testament to the strength of leadership within EYFS. This includes the on-site pre-school. The impact of this is more children attaining a good level of development (GLD) alongside improved learning behaviours in the EYFS.
- The inclusion team has empowered other staff through meaningful training, sharing best practise and adapting provision to meet the needs of the pupils. This ensures that the high expectations and associated provision are evolving as

required so that the ethos and provision is truly one of inclusion.

- Leaders promote the child centred and purposeful provision from pre-school into Reception linked to language development. This stimulates vocabulary development and a love of learning exploration from the start. For example, a child with EAL in Reception planned a story rainbow around Jack and the Beanstalk, and used this to write his story using connectives.
- Leaders access outside agencies effectively to assist in shaping the provision for individuals and groups. For example, pupils are well supported in their regulation of emotions.
- Effective and well-planned opportunities throughout aspirations week enabled pupils from across the school to broaden their depth of experience and knowledge around career pathways. Thus, they built on their understanding of the relevance of skills they utilise beyond the school environment to prepare them for modern day Britain.
- Middle leaders comprehend, and are able to explain, the reasoning behind their plan, do, review cycle linked to their particular subject responsibility. This follows the successful model utilised by the religious education (RE) lead.
- Senior leadership have skilfully utilised the strengths in leadership of core subject leaders to inform the strategic way forward for the foundation subjects. Senior leaders act as gate keepers to manage the flow of change, so as not to over balance workload or disrupt systems that are working successfully.
- Discerning continual professional development is closely linked to the needs driven school improvement plan. Strategic leadership at governor, senior and middle levels has ensured that the impact of this investment has enabled staff to continually develop their pedagogy in order to evolve practise. This has resulted in all staff committed to the learning community culture.

2.2 Leadership at all levels - Even better if...

...middle leaders expanded the evidence base to support colleagues' understanding of age related and greater depth expectations in foundation subjects.

...senior leaders and governors investigated further the opportunities linked to pursuing an area of excellence in the next Challenge Partners review linked to Inclusion.

3.1 Quality of provision and outcomes - What went well

- Relationships between pupils and their teachers are very positive and mutually respectful. Teachers and TAs display energy and passion for learning. This creates a positive learning atmosphere for pupils, who consequently develop well under staff guidance. Pupils relish lessons and value their education.
- Teachers use their pedagogical knowledge to inform their modelling of learning concepts. This helps pupils apply their skills and develop knowledge, building on former learning. Relationships between the children are strong. This means that they are able to support each other's understanding and improve their confidence in their own ability. This is reflective of the growth mindset approach that threads through the school, linked to the appropriate characters.
- Evidence in Years 1 to 6 books demonstrated effective skill development, sequencing and reasoning in mathematics. Live working walls assisted pupils' recall of prior learning linked to the current mathematical concepts they were being taught. This enthused pupils to apply their previous skills within the varying contexts.
- Strategies, such as talk partners, are utilised well within lessons so that all pupils have a voice. Their peers are able to provide both support and challenge to further shape their learning.
- Strong teacher subject knowledge in a Year 5 and 6 music session led to every learning opportunity within the session being maximised. This was through skilful questioning, the highlighting of key points, and misconceptions used to reshape the learning. The effective use of teacher subject knowledge (in a French session) enabled even native French speaking pupils to be extended.
- Pupils are able to recall past learning experiences, for instance forces experiments linked to parachutes.
- Evidence in pupils' books demonstrates how sequential learning opportunities build on prior learning. These opportunities link to coverage outlined in the cover sheets in terms of knowledge, skills and technical vocabulary in foundation subjects.
- Teachers' and TAs' phonic knowledge is strong and has enabled pupils' misconceptions to be challenged and overcome. This enables pupils to apply their skills and knowledge in a range of contexts, strengthening their understanding. Children in EYFS and pupils thereafter utilise their phonic skills and knowledge in their reading and writing. For example, in a mixed Year 1 and 2 phonics session a pupil explained how word mats, linked to tricky words, supported their writing.
- Year 3 and 4 pupils benefit from a project based on reciprocal reading. It has accelerated pupils' use, and development, of technical vocabulary in their writing.
- Pupils requested the library to be restructured. They wanted it to be more genre based. This has increased pupils' access to books and heightened their enjoyment of reading.
- Pupils in Years 5 and 6 knew the text Kensukes Kingdom. They were able to

- relate the purpose of a book's blurb with the lead in paragraph of a newspaper.
- Staff subject knowledge in English in each phase is strong. It enables lessons to be shaped so that pitch and challenge promotes greater learning.

3.2 Quality of provision and outcomes - Even better if...

... best practice further evolved to utilise strategies that challenge and extend all pupils across the curriculum.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- Vocabulary development is a strength across the school. This has increased pupils' understanding and improved their ability to articulate their thinking and improve their reasoning. This can be clearly evidenced for disadvantaged pupils. In Years 3 and 4, pupils used appropriate terminology to describe the advantages of their invention in overcoming the larval flow of a volcano.
- Learning behaviours of all pupils, including those with SEND, reflect a can-do attitude. Perseverance strongly links with the school's approach to growth mindset.
- Leaders understand barriers to learning, for pupils that find learning difficult. This informs strategic decision making.
- The impact of specialist classrooms on provision is very clear. It ensures the consistency in the curriculum offer whilst utilising bespoke adaptations to overcome barriers to learning.
- Pupils with multiple vulnerabilities, including those deemed as disadvantaged, are assessed and tracked through the school's RAG system. This tracks pupils in their progress from their starting points, whilst maintaining a focus on closing the gap.
- Pupils with SEND have an individual learning passport and a learning outcomes plan. These ensure a clarity of understanding around their needs and their interests. This informs planning and promotes appropriate support in sessions which helps pupils access their learning. The impact of this is high levels of engagement, transition and increasing independence of the pupils.
- End of Key Stage 1 outcomes in reading, writing and mathematics for disadvantaged pupils in 2018, demonstrated a closing of the gap at age related expectations compared with all pupils nationally.

- Outcomes in 2019 at Key Stage 2 for disadvantaged pupils showed a significant achievement in attainment in reading, writing and mathematics compared with all pupils nationally. This built on the success for disadvantaged pupils' attainment in 2018, where reading and grammar testing was above all pupils nationally with the gap in writing and mathematics being significantly reduced.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...leaders shared the best practise, linked with provision for disadvantaged pupils and those additional needs, beyond Portsmouth.

5. What additional support would the school like from the Challenge Partners network, either locally or nationally?

Leaders would welcome a link with other schools within the Challenge Partners network that have inclusion as an area of excellence.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.