

School Self-Evaluation Form (SEF)

School	St Swithun's Catholic Primary School	Head Teacher	Mrs Jenny Verhiest	Date	September 2025
School context-key features					
<p>St Swithun's is a Catholic primary school in the heart of Southsea. Our mission statement is 'Love one another as I have loved you' and is modelled by the whole school community and demonstrated through our mutual respect and love for each other, God's creation and our drive to do our best in all we do.</p> <p>This is underpinned by our vision; all pupils are happy, resilient and independent learners with a strong motivational drive to fulfil their potential. We believe that every child has the entitlement to an aspirational curriculum which sets high expectations for all. Our programmes of learning provide rich experiences, builds a depth of knowledge and equip pupils with the skills to be lifelong learners.</p> <p>At St Swithun's Catholic Primary School, we model excellence in everything we do. This begins with positive and respectful relationships where every member of our school family is valued. We develop the whole child by giving them the skills to positively contribute to their community. We have a highly skilled and knowledgeable team who collaborate effectively with pupils, parents, governors, diocese, church and other stakeholders to give our pupils the very best start in their learning journey.</p> <p>We believe this can be achieved by working closely with our families who are the first and most important educators of their child. The staff and governors of St Swithun's School, therefore, foster and encourage an open and supportive partnership between home, school and parish so that together we can help each child to develop in a happy, secure, and caring atmosphere.</p> <p>The following information outlines the current context of our school:</p> <ul style="list-style-type: none"> St Swithun's is a 1.5 form entry Catholic primary school with pupils aged 2-11 years old. The PAN for the main school is 315 (45 per year group). As of September 2025, the school will have 315 pupils in the main school and 34 places for pupils in the Pre-School. Year R have two classes of 22/23 pupils. There are then three classes of 30 in each of the three phases – KS1, LKS2 and UKS2. Classes this year are taking a more holistic view by grouping children into classes with a narrower range of learning levels, (around 5 on average, compared to up to 29) so we can better tailor our teaching. This allows us to provide more targeted support, build stronger learning foundations, and ensure all children are appropriately challenged and stretched. Our Pre-School can take 10 pupils aged 2-3 year olds and 24 pupils aged between 3-4 years old in each session (or similar combination, adhering to ratios set by the DfE), we currently have 40 pupils in our Pre-School attending a range of sessions. We have waiting lists for each year group from 2yrs to 11yrs. The percentage of pupil premium pupils is 22.5%, 22% in main school and 19.5% Pre-School, which is below the national average of 25.7% in primary schools. The percentage of pupils who speak English as an additional language is high at 46% (44% in the main school and 61% in Pre-School). The national average is 21.4%. The school community speaks over 50 different languages. The proportion of pupils with Special Education Needs and Disabilities (SEND) is 19.5% (this is above the national average of 14.2%), with 21.5% in the main school and 9% in Pre-School. Looking at just EHCPs we have a total of 3.5% overall, 3% in the main school (this is below the national average of 5.3%) and 4.5% in Pre-School. The school's attendance figures are strong with the average attendance for 2024/25 at 96%. Attendance in the main school showed the school had 7.8% persistent absentees and 0.3% severely absent, this is well below both the national figures of 20% persistently absent and 10.9% severely absent and Portsmouth figures of 20.6% persistently absent and 3.2% severely absent. The school's leadership structure consists of a head teacher (in place since February 2023), two assistant head teachers (one with responsibility for curriculum and teaching 0.4), (the other with responsibility for Catholicism and teaching 0.7), SENDCo (0.8), and Yr3/4 lead (and maths lead). The Chair of Governors is a foundation governor who joined us on the 1st September 2023. All governor positions are now full. The school is part of the Portsmouth Catholic diocese. We work in partnership with our MAT, geographically determined, and called the Edith Stein Partnership. The Catholic diocese is committed to looking at the future of Catholic education, and bringing Catholic schools together under a Catholic academy. 					
Summary Evaluation					
Areas for whole school development 2025 -2026	<p>Developing the Catholic life of the school</p> <p>RE</p> <ul style="list-style-type: none"> Promoting and enhancing pupil's spirituality, moral, social and cultural development. 				

(See SIP and subject action plans for details)	<ul style="list-style-type: none"> • Introduce and implement curriculum changes from the diocese. • Implement updated assessment criteria and moderate across phases. • Support staff subject knowledge and questioning. <p>Prayer and Liturgy</p> <ul style="list-style-type: none"> • Promoting and enhancing pupil's spirituality, moral, social and cultural development. • Develop Catholic environment to enrich pupil's learning and spiritual journey. • Redevelop liturgical prayer, including pupil-led worship. Re-establish links with the parish.
	<p>Quality of Education</p> <ul style="list-style-type: none"> • Continue to deliver a high-quality, inclusive and ambitious Catholic education rooted in Gospel values, where every pupil can flourish academically, spiritually and personally through a broad, balanced curriculum and a new pupil-centred class structure that enables targeted teaching, improved outcomes and confident learners. • Improve learning outcomes and pupil confidence through more targeted, pupil-centred teaching, in core subjects. • Teachers consistently demonstrate a range of pedagogical approaches to enhance teaching and learning. • Further strengthen foundation curriculum impact by ensuring depth and clarity of key learning across all subjects. • Continue to raise combined attainment and progress for all pupils across all phases so outcomes improve year on year. • Continue to develop the use of monitoring to ensure high quality teaching so that pupils develop knowledge and skills to achieve best possible outcomes in RWM. • Strengthen the quality of teaching and provision for EAL learners to ensure they make strong progress across the curriculum and can access learning confidently alongside their peers. • Raise greater depth (GD) in all year groups equal to or higher than that the national outcomes data and shows a year on year rise. • Continue to prioritise writing through high-quality modelling, explicit editing skills and well-sequenced learning to secure sustained improvement. • Ensuring full curriculum coverage and providing an ambitious curriculum for all pupils within the new class set-up, supported by a revised Medium-Term Plan (MTP). • Developing oracy in mathematics, including refining and embedding the <i>Mastering Number</i> programme across the whole school. • Continue to close the gap between disadvantaged and non- disadvantaged pupils, where there are no SEND needs. • Continue to embed the Feedback and Assessment Policy so it moves pupils' learning forward in all subjects, provides helpful formative and summative data for teachers and is cognisant of teacher workload. • Continue to ensure assessments for each year in all subjects are moderated internally, with core subjects moderated with other schools in YR, Y2, Y4 and Y6. • Continue to improve curriculum and standards in all subjects – see leaders' subject action plans.
	<p>Behaviour and Attitudes</p> <ul style="list-style-type: none"> • Continue to embed relational practice throughout the school to build relationships, improve behaviour and create a strong school community where everyone feels they belong, are safe, cared for and valued. • Continue to enable pupils to grow leadership within the school, ensuring pupil voices and opinions are heard in improving both our school and the local community. • Continue to ensure all our pupils are staying safe online both at home and school. • Continue to improve whole school attendance and punctuality and ensure number of pupils at risk of persistent absentees is reduced.
	<p>Personal Development</p> <ul style="list-style-type: none"> • To ensure that prayer and liturgy are central to the life of our Catholic school, providing all pupils with regular, meaningful opportunities to encounter Christ, grow in faith, and develop spiritually through a rich and inclusive liturgical life rooted in scripture, tradition, Catholic Social Teaching (CST), and the teachings of the Church. • To ensure the mental health of pupils continues to be a high priority for all and that pupils know how and where to seek support. • To ensure the mental health of staff continues to be a high priority for all and staff feel able to openly seek support if needed. • Continue to ensure pupils understand how to be responsible, respectful citizens of the world understanding, respecting and celebrating difference while developing their spiritual, moral, social and cultural development. • To develop British values of democracy, rule of law, individual liberty, respect and tolerance. • To ensure that we offer a range of opportunities to nurture, develop, stretch and celebrate all pupils' talents and interests to broaden their development.

	<ul style="list-style-type: none"> Continue to monitor the new PSHE curriculum to ensure it support learners' broader development and promotes their understanding of healthy relationships and health education.
	Leadership and Management <ul style="list-style-type: none"> To continue to promote a clear and ambitious vision for the school, which relentlessly focuses on improving the quality of education – through the quality of our curriculum, teaching and learning and outcomes (progress and attainment) and continuing to ensure collaboration opportunities for leaders at all levels. Leaders continue to develop opportunities to engage with pupils, families and community to make a positive difference. To ensure governors are robust and rigorous in holding leaders to account for the quality of education and school improvement. To ensure school continue to build on their strong safeguarding culture.
	Early Years <ul style="list-style-type: none"> Ensure there is a well-sequenced, ambitious curriculum tailored to meet the needs and interests of each cohort, supporting all pupils to make strong progress from their starting points. Maintain a consistent, systematic approach to the teaching of early reading and synthetic phonics, so that all pupils build secure foundations in reading. Embed the 'Mastering Number' programme to strengthen pupils' early mathematical understanding, supported by high-quality mathematical resources for independent and structured exploration. Develop the outdoor learning environment so that it offers purposeful opportunities across all areas of learning and supports the development of all pupils, including those with additional needs. Strengthen communication and partnership with parents and carers, including through the effective use of iConnect in Pre-School, to promote continuity of learning between home and school. Continue to work towards full capacity in the Pre-School setting, ensuring provision remains high quality and inclusive. Enhance provision for speech, language, and communication to ensure all pupils, including those with EAL or language delay, develop the vocabulary and confidence to express themselves effectively.

Ofsted (February 2024)

Extent to which areas for development identified at the previous Ofsted Inspection, have been addressed

KEY ISSUE	PROGRESS
<ul style="list-style-type: none"> Teachers check on pupils' knowledge and understanding regularly. However, in some subjects the information gained is not yet used to adapt activities or to structure future learning. This means that some pupils are not always learning as well as they could be 	<ul style="list-style-type: none"> New class structures grouped by closer learning levels (around 5 per class), replacing previous mixed-age, wide-range grouping that included up to 29 levels—making adaptive teaching feasible and targeted. Assessment data is now actively used to shape planning. Teachers regularly check understanding and use findings to adapt lessons in real time—addressing the issue Ofsted flagged. Annual class reviews ensure structures evolve each year based on cohort needs, retaining agile and responsive grouping. Teachers plan using clearer assessment feedback, focusing differentiated instruction and timely intervention, particularly through focused small-group support. Strong early signs of improved outcomes: Pupils previously unable to access appropriate challenge are now more engaged and making accelerated progress. Subject leads support use of diagnostic assessment—analysing data across classes to fine-tune curriculum sequencing and support planning in foundation subjects. Formative assessment techniques (e.g. live questioning, quick checks, targeted feedback) are used effectively to correct misconceptions and accelerate understanding—not only in English and maths but across the curriculum.

Section 48 (November 2019)

Extent to which areas for development identified at the previous Section 48 Inspection, have been addressed

KEY ISSUE	PROGRESS
<ul style="list-style-type: none"> Ensure the improvements in teaching and learning in RE are embedded across the school. Develop opportunities for pupils to study and apply the principles of Catholic Social Teaching (CST) throughout the 	Embedding Improvements in RE Teaching and Learning <ul style="list-style-type: none"> Curriculum Design: The RE curriculum is underpinned by the diocesan "God Matters" framework, ensuring a structured and sequential approach to religious education. Assessment for Learning: Regular formative assessments are conducted to gauge pupils' understanding, with findings used to inform subsequent lessons and address misconceptions promptly.

<p>curriculum and life of the school.</p> <ul style="list-style-type: none"> • Embed in upper Key Stage 2 and then extend to all year groups the recent move to pupils planning and leading aspects of their own worship, ensuring expectations are appropriate for the age of the pupils involved. 	<ul style="list-style-type: none"> • Teacher Development: Ongoing professional development equips staff with the necessary skills to deliver high-quality RE instruction, fostering a deeper understanding of Catholic teachings among pupils. <p>Developing Opportunities to Study and Apply Catholic Social Teaching (CST)</p> <ul style="list-style-type: none"> • Curriculum Integration: The seven themes of CST—Human Dignity, Solidarity, The Common Good, Option for the Poor, Participation, Stewardship, and Peacemaking—are embedded across various subjects, promoting a holistic understanding of Catholic values. • Practical Application: Pupils engage in projects and activities that reflect CST principles, such as community service initiatives and environmental stewardship programs. • Community Engagement: Collaborations with local and global communities provide pupils with opportunities to live out CST in real-world contexts. <p>Embedding Pupils' Planning and Leading of Worship</p> <ul style="list-style-type: none"> • Progressive Implementation: The initiative for pupils to plan and lead aspects of worship has been successfully introduced in upper Key Stage 2 and is being extended to other year groups, ensuring age-appropriate expectations. • Spiritual Leadership: Pupils demonstrate increased ownership of their spiritual development, leading to enhanced engagement and a deeper sense of community. • Supportive Framework: Guidance and resources are provided to pupils to facilitate their involvement in worship planning, fostering confidence and a sense of responsibility.
--	--

Developing the Catholic life of the school

Current Judgement – Good

<p>Key Strengths</p>	<ul style="list-style-type: none"> • Promoting and enhancing children’s spiritual, moral, social, and cultural development The school deeply enriches pupils’ spirituality and ethical understanding through relational education, prayer, retreat, and meaningful liturgy, enabling thoughtful reflection on belief and moral responsibility. Ofsted has previously recognised that St Swithun’s “promotes pupils’ spiritual, moral, social and cultural development well”, with learners being “very reflective about their beliefs and values” and showing strong social responsibility. Our parent survey further confirms this vision, with 100% affirming that their child is happy, safe, and supported in their moral and spiritual growth. • Introducing and implementing diocesan curriculum changes We have successfully embedded the Diocese of Portsmouth Catholic curriculum frameworks, including the “God Matters” RE programme and Celebration of the Word collective worship, across all phases—ensuring worship, RE lessons, and sacramental preparation are coherent and progressively delivered. We are also preparing for the school to move over to the new RE curriculum in 2026. • Implementing updated assessment criteria and phase-wide moderation Revised assessment criteria for RE, SMSC, and Catholic Life have been implemented and moderated across phases and within our Edith Stein Catholic Cluster. This faith-anchored, consistent assessment ensures clear tracking of spiritual and moral progression for all pupils. • Supporting staff subject knowledge and questioning skills Staff receive regular CPD and coaching to build theological knowledge and develop discursive questioning techniques in RE and across the curriculum, both internally and externally. Teachers are empowered to lead faith-filled discussions and deepen pupils’ engagement with Catholic teaching and ethics. • Developing the Catholic environment The school environment has been enriched in accordance with diocesan guidance: prayer corners, liturgical displays, biblical visuals, and prayer rooms are now integrated throughout the school, creating focal points for daily reflection and worship. • Redeveloping collective worship with child-led Celebration of the Word Collective worship has been redeveloped to align with the Diocesan <i>Celebration of the Word</i> programme, introducing age-appropriate, child-led liturgies and Scripture-based prayer services. Pupils increasingly lead prayer, scripture reflection, and responses—demonstrating growing spiritual leadership and active engagement. Moving Year group worship to the school with Father Anthony has dramatically increased family involvement, and many families now also attend worship in church, strengthening the connection between school and parish. • Embedding Catholic Social Teaching across the curriculum Catholic Social Teaching has been integrated throughout our curriculum and school life, it is underpinned by the seven key themes—Human Dignity, Solidarity, Common Good, Option for the Poor, Participation, Stewardship, and Peacemaking—ensuring every subject and school experience is shaped by our Catholic values and
----------------------	---

	commitment to social justice. This reflects the Church’s vision of “building a just society and living lives of holiness amidst the challenges of modern society,” a central aim of CST.
Key Areas to Improve/ to achieve outstanding	<p>RE</p> <ul style="list-style-type: none"> Promoting and enhancing pupil’s spirituality, moral, social and cultural development. Introduce and implement curriculum changes from the diocese. Implement updated assessment criteria and moderate across phases. Support staff subject knowledge and questioning. <p>Prayer and Liturgy</p> <ul style="list-style-type: none"> Promoting and enhancing pupil’s spirituality, moral, social and cultural development. Develop Catholic environment to enrich pupil’s learning and spiritual journey. Redevelop liturgical prayer, including pupil-led worship. Re-establish links with the parish.
Quality of Education	
Current Judgement – Good	
Key Strengths	<ul style="list-style-type: none"> Robust Early-Years Provision and Leadership Rooted in Catholic Values Local Authority monitoring of EYFS and Pre-School confirmed high-quality practice. This is further backed by data, showing our children consistently meet above-expected levels across all EYFS phases: in the prime areas, literacy, numeracy, and combined measures—79% (age 2–3), 73% (3–4) and 82% in Reception. Notably, Reception outcomes—82% across all areas—surpass the national average (2023–2024) of 67.7% for children achieving a Good Level of Development. This high-quality provision nurtures the whole child, fostering their spiritual, moral, social, and cultural development in line with our Catholic mission. Strong Phonics Outcomes and External Recognition Reflecting Our Commitment to Excellence Year 1 phonics screening reached a remarkable 91%, up from 77%, surpassing both national (80%) and Portsmouth LA (78%) averages. Year 2 retakes also increased to 85% from last year’s 71%, following successful LA monitoring. Springfield English Hub awarded the school “strong in all aspects,” making it the first school to receive this accolade. This success supports our Catholic commitment to ensuring every child achieves their God-given potential. Curriculum Design and Sequencing with a Distinctively Catholic Ethos Ofsted noted that, the school has constructed an ambitious, broad, and balanced curriculum. The knowledge and skills that pupils should learn have been set out from Pre-School to Year 6 over a two-year cycle. In most subjects, these are precise and clear. Where appropriate, subjects are connected, and the local area and context are used to bring learning to life. This ensures that children build secure knowledge in many areas of learning. The curriculum is enriched by Catholic teachings and values, promoting respect, dignity, and compassion within all areas of study. Curriculum Intent and Implementation Are Fully Embedded Curriculum intent is clearly articulated and implemented across all phases. Consistent high-quality work and engaging learning experiences—such as deepening understanding of historical chronology—demonstrate strong recall and depth of learning. Continued Curriculum Development and Raised Standards Subject action plans drive ongoing enhancement across all curriculum areas, promoting continuous improvement in teaching and outcomes. Strengthened Subject Leadership and Collaborative Practice Subject leaders are enhancing their curriculum expertise, supported by targeted CPD and collaborative peer review. Best practice is being embedded across all subject areas. Effective Use of Monitoring to Ensure High-Quality Teaching A planned cycle of lesson observations, work scrutiny, conferencing, and data analysis ensures that teachers structure learning effectively. This includes an array of AfL strategies—think-pair-share, “I do–you do,” talk partners, whiteboards, pre-teaching, and conferencing—ensuring all pupils, including those with SEND, meet ambitious objectives. Formative and Summative Assessment Embedded Effectively The Feedback & Assessment Policy is consistently applied across all subjects. It successfully moves learning forward through precise formative feedback while generating meaningful summative data, all with clear attention to teacher workload. Rigorous Moderation Practices Assessments for all year groups are internally moderated, and core subjects in Years R, 2, 4, and 6 are externally moderated with partner schools to ensure consistency and accuracy. Above-Average KS2 RWM Outcomes

	<ul style="list-style-type: none"> ○ Reading: 76% ARE+, compared with Portsmouth 68% and national 75% ○ Writing: 87% ARE+, compared with Portsmouth 66% and national 72% ○ Mathematics: 76% ARE+, compared with Portsmouth 65% and national 74% ○ Combined RWM: 69% ARE+, compared with Portsmouth 53% and national 62% ● Inclusive Teaching and Adaptive Curriculum for Vulnerable Learners The learning environment and curriculum are appropriately adapted to support vulnerable groups. Focused in-class strategies ensure these pupils make strong progress toward their full potential. Additionally, the successful implementation of a nurture group by our SENCo provides targeted support for pupils with severe SEND, addressing their individual needs and fostering a supportive learning environment. This reflects our Catholic commitment to inclusion and care for every individual as made in the image of God. ● Cultural Diversity Is Authentically Celebrated Across the School Community Our Language Ambassadors—many of whom speak multiple languages—play a pivotal role in raising the profile of different cultures and languages. They collaborate with the MFL lead to deliver six multicultural lessons per year focusing on different countries, support events such as International Day, host competitions, bring visitors into school, and lead celebrations that deepen pupils' appreciation of the wider world. This embodies the Church's teaching on the dignity of every person and the celebration of cultural richness as part of God's creation. ● Specialist Teaching in Music and French Drives Exceptional Pupil Achievement Specialist staff deliver high-quality French and music lessons, supplemented by opportunities such as choir, orchestra, performances in both school and the community, and additional instrument tuition. These enrichments ensure that pupils make outstanding progress and achieve exceptionally well in these areas. These experiences support pupils' holistic development, encouraging talents and gifts as part of their God-given potential.
Key Areas to Improve/ to achieve outstanding	<ul style="list-style-type: none"> ● Continue to deliver a high-quality, inclusive and ambitious Catholic education rooted in Gospel values, where every pupil can flourish academically, spiritually and personally through a broad, balanced curriculum and a new pupil-centred class structure that enables targeted teaching, improved outcomes and confident learners. ● Improve learning outcomes and pupil confidence through more targeted, pupil-centred teaching, in core subjects. ● Teachers consistently demonstrate a range of pedagogical approaches to enhance teaching and learning. ● Further strengthen foundation curriculum impact by ensuring depth and clarity of key learning across all subjects. ● Continue to raise combined attainment and progress for all pupils across all phases so outcomes improve year on year. ● Continue to develop the use of monitoring to ensure high quality teaching so that pupils develop knowledge and skills to achieve best possible outcomes in RWM. ● Strengthen the quality of teaching and provision for EAL learners to ensure they make strong progress across the curriculum and can access learning confidently alongside their peers. ● Raise greater depth (GD) in all year groups equal to or higher than that the national outcomes data and shows a year on year rise. ● Continue to prioritise writing through high-quality modelling, explicit editing skills and well-sequenced learning to secure sustained improvement. ● Ensuring full curriculum coverage and providing an ambitious curriculum for all pupils within the new class set-up, supported by a revised Medium-Term Plan (MTP). ● Developing oracy in mathematics, including refining and embedding the <i>Mastering Number</i> programme across the whole school. ● Continue to close the gap between disadvantaged and non- disadvantaged pupils, where there are no SEND needs. ● Continue to embed the Feedback and Assessment Policy so it moves pupils' learning forward in all subjects, provides helpful formative and summative data for teachers and is cognisant of teacher workload. ● Continue to ensure assessments for each year in all subjects are moderated internally, with core subjects moderated with other schools in YR, Y2, Y4 and Y6. ● Continue to improve curriculum and standards in all subjects – see leaders' subject action plans.
Behaviour and Attitudes	
Current Judgement – Outstanding	
Key Strengths	<ul style="list-style-type: none"> ● Embedded relational practice and strong school community Effective implementation of relational approaches permeates the school, nurturing positive relationships between staff and pupils and fostering a supportive environment where everyone feels safe, valued, and part of the community. This relational culture is rooted in our Catholic belief in the dignity of every person.

	<ul style="list-style-type: none"> • Exemplary behaviour rooted in relational practice Ofsted noted that <i>“pupils thrive in this happy and welcoming school. They behave exceptionally well and show consistently high levels of respect towards each other and staff.”</i> This is a clear outcome of embedding relational practices school-wide to foster safe, valued, and caring relationships and reflects our faith-based commitment to respect, compassion, and stewardship of one another. • High standards of behaviour and respect A consistent emphasis on mutual respect and clear behavioural expectations has resulted in exemplary conduct across all year groups, including pupils demonstrating responsibility and self-regulation —living out Gospel values in daily interactions. • Strong pastoral systems support emotional wellbeing Inspectors praised the school’s pastoral care, describing it as <i>“strong pastoral systems ensure pupils feel safe and supported.”</i> This both reaffirms our Catholic mission to care for the well-being of each child and underpins our commitment to relational practice and maintains a secure environment for all. • High expectations drive self-discipline and responsibility Ofsted celebrated that <i>“staff have high expectations and expect pupils to work hard... pupils enthusiastically rise to meet these expectations and enjoy their learning.”</i> This aligns with our belief in nurturing each child’s God-given potential and our culture that fosters responsibility and strong attitudes. • Growing pupil leadership and agency Pupil voice and leadership are actively promoted through school council and ambassador roles, enabling children to influence school decisions and contribute positively to both school life and the wider community. Inspectors observed that <i>“pupils play an active role in school life, contributing to decision-making through school council and ambassador roles.”</i> This reflects our successful focus on growing pupil leadership and impact. • Effective online safety education Robust e-safety teaching and well-informed staff support ensure that pupils are equipped to stay safe online, both in school and at home -reflecting our responsibility to protect each child’s dignity and safety. • Excellent attendance and punctuality Whole-school attendance is strong and continues to improve, with proactive strategies in place to reduce persistent absence and promote punctuality for all learners. • Effective safeguarding Ofsted confirmed robust safeguarding, noting that <i>“staff are well trained and knowledgeable... know the safeguarding threshold for behaviour and bullying incidents.”</i> This undergirds our whole-school approach to online safety • Excellent attendance Attendance in the main school and Pre-School is consistently above the national average. • Committed families Parent View data shows that 99% of parents would recommend the school and <i>100% agree</i> the school ensures pupils are well behaved, demonstrating the culture of high expectations and support that contributes to reducing persistent absence.
Key Areas to Improve/ to achieve outstanding	<ul style="list-style-type: none"> • Continue to embed relational practice throughout the school to build relationships, improve behaviour and create a strong school community where everyone feels they belong, are safe, cared for and valued. • Continue to enable pupils to grow leadership within the school, ensuring pupil voices and opinions are heard in improving both our school and the local community. • Continue to ensure all our pupils are staying safe online both at home and school. • Continue to improve whole school attendance and punctuality and ensure number of pupils at risk of persistent absentees is reduced.
Personal Development Current Judgement –Outstanding	
Key Strengths	<ul style="list-style-type: none"> • Pupil mental health is prioritised The school provides a nurturing environment where children know how and where to seek mental health support. This reflects our Catholic commitment to caring for each pupil’s wellbeing, as Ofsted praised that <i>“the school provides a rich and nurturing environment that promotes pupils’ broader development”</i>, also reinforcing our trusted mental health provision. • Staff wellbeing is actively supported A cohesive and caring staff culture enables all team members to seek help confidentially and access wellbeing support when needed. This is further supported by our staff survey, where 89% of staff felt their wellbeing was valued. • Comprehensive PSHE and Relationships & Health Education curriculum Our ambitious PSHE programme, integrated with Relationships & Health Education, supports pupils in becoming

	<p>responsible, respectful global citizens who embrace Catholic social teaching on dignity and equality. Ofsted noted that pupils <i>"build secure knowledge in many areas of the curriculum,"</i> including respect and tolerance.</p> <ul style="list-style-type: none"> British values and SMSC deeply embedded Pupils consistently demonstrate democratic awareness, respect for the rule of law, individual liberty, and mutual tolerance—evidenced by Ofsted's comment that <i>"the curriculum promotes respect and tolerance, preparing pupils for life in British society."</i> This aligns with our Catholic mission to foster responsible citizenship grounded in faith values. Broad enrichment opportunities nurture diverse talents Our broad enrichment strategies—clubs, theme days, visits, music, languages, and arts—stretch and develop pupils' interests. Press coverage reported Ofsted applauded that <i>"the curriculum is enhanced through a variety of enrichment activities"</i>, and that pupils <i>"enthusiastically rise to meet these expectations and enjoy their learning."</i> These opportunities encourage pupils to celebrate their God-given talents. Effective pastoral and mental health support across the community Robust pastoral systems support both pupils and staff. Ofsted observed that <i>"pupils are being prepared well for the next stage of education... resilient, confident learners who know how to manage feelings and interactions."</i> It also noted that <i>"the school provides a rich and nurturing environment that promotes pupils' broader development"</i> and that pupils <i>"behave exceptionally well and show consistently high levels of respect."</i> This demonstrates our faith-based emphasis on caring for the whole child. Spiritual, Moral, Social, and Cultural Development through the strong Catholic ethos The school fosters responsibility, encouraging pupils to contribute positively to the school and parish community. Our mission, 'Love one another as I have loved you,' is visibly lived out through high standards of behaviour, service, and respect.
Key Areas to Improve/ to achieve outstanding	<ul style="list-style-type: none"> To ensure that prayer and liturgy are central to the life of our Catholic school, providing all pupils with regular, meaningful opportunities to encounter Christ, grow in faith, and develop spiritually through a rich and inclusive liturgical life rooted in scripture, tradition, Catholic Social Teaching (CST), and the teachings of the Church. To ensure the mental health of pupils continues to be a high priority for all and that pupils know how and where to seek support. To ensure the mental health of staff continues to be a high priority for all and staff feel able to openly seek support if needed. Continue to ensure pupils understand how to be responsible, respectful citizens of the world understanding, respecting and celebrating difference while developing their spiritual, moral, social and cultural development. To develop British values of democracy, rule of law, individual liberty, respect and tolerance. To ensure that we offer a range of opportunities to nurture, develop, stretch and celebrate all pupils' talents and interests to broaden their development. Continue to monitor the new PSHE curriculum to ensure it support learners' broader development and promotes their understanding of healthy relationships and health education.
Leadership and Management Current Judgement – Good	
Key Strengths	<ul style="list-style-type: none"> Strategic and deeply effective leadership Leadership—comprising the headteacher, senior leadership team and governors—uses data-driven analysis to strategically plan for school improvement, well-being, and academic excellence. Ofsted highlighted that <i>"the leadership and management of the school are very good"</i>, ensuring continued school improvement and well-being for all. Governance and Accountability The school has clear governance structures in place, with staff and governors working collaboratively to ensure the school's objectives are met. This collaborative approach contributes to the school's ongoing success and development. High-quality governance with clear oversight Governors possess a good understanding of school performance, are actively involved in planning, and rigorously monitor improvements. They ensure efficient resource use in line with strategic priorities. Their work reflects our commitment to care for our community and uphold Gospel justice. Well-planned performance management and professional development Leaders foster a collaborative environment that prioritises staff growth. Staff receive ongoing CPD, and leaders <i>"have constructed an ambitious, broad and balanced curriculum,"</i> ensuring precise subject knowledge and effective teaching

	<ul style="list-style-type: none"> • Strong performance evaluation and self-evaluation Regular and accurate school self-evaluation, supported by data-driven review and planning, ensures continuous improvement. Ofsted recognised “the school’s performance is regularly and effectively reviewed and staff and governors are continually seeking ways to bring about further improvement.” • Strong financial stewardship and resource management Funding decisions are guided by the school’s strategic plan. Ofsted confirmed that the school “applies the principles of best value very effectively” maximising resources to enrich Catholic education. • Effective provision for SEND and pastoral care Leadership ensures that pupils with SEND receive tailored support, evident in the strong SEND provision and robust pastoral systems, reinforcing our Catholic values of inclusion and care for each unique child by ensuring all learners access the curriculum fully and effectively. • Resilient crisis management The school demonstrates strong leadership under pressure, with efficient and calm responses to emergencies, ensuring continuity of education with minimal disruption. • Strong partnerships with parents and community The school fosters productive relationships with parents and community volunteers. Ofsted noted “a very successful partnership with parents... making a significant contribution to pupils’ learning and progress.” This is further supported by our latest family survey, showing that 99% of families would recommend St Swithun’s Catholic Primary School. • Effective Leadership Structure The school has a well-established pastoral system that ensures pupils are safe and feel safe. As one pupil said to Ofsted, ‘We know we are cared for here.’ Showing that the leadership remains committed to high standards and continuous improvement—guided by our mission to “love one another as I have loved you.”
Key Areas to Improve/ to achieve outstanding	<ul style="list-style-type: none"> • To continue to promote a clear and ambitious vision for the school, which relentlessly focuses on improving the quality of education – through the quality of our curriculum, teaching and learning and outcomes (progress and attainment) and continuing to ensure collaboration opportunities for leaders at all levels. • Leaders continue to develop opportunities to engage with pupils, families and community to make a positive difference. • To ensure governors are robust and rigorous in holding leaders to account for the quality of education and school improvement. • To ensure school continue to build on their strong safeguarding culture.
Early Years Current Judgement – Good	
Key Strengths	<ul style="list-style-type: none"> • Ambitious, well-structured EYFS curriculum The school has developed an ambitious, broad, and balanced curriculum spanning Pre-School to Year 6, with knowledge and skills sequenced over a two-year cycle. This approach supports the secure foundation of learning in line with our Catholic vision of educating the whole child. Ofsted noted that pupils benefit from an <i>ambitious, broad and balanced curriculum... teachers have good subject knowledge which results in clear and precise targets for pupils</i>, ensuring children build strong foundations in many areas. • Systematic approach to early reading and synthetic phonics In every year group, the pupils at St Swithun’s love stories and reading. Staff are well trained, and children start to learn sounds that letters make from when they join the school. Pupils who need support are quickly identified and helped to catch up. • Staff expertise in early mathematics The EYFS teaching team demonstrates strong understanding of early maths pedagogy, enabling consistent number sense development. Enrichment opportunities further extend learning, nurture curiosity, and reflect our Catholic emphasis on wonder and exploration. Ofsted commented that “<i>the curriculum is enhanced through a variety of enrichment activities</i>”, supporting holistic development. • Purposeful outdoor environment supporting holistic development Our outdoor EYFS provision is intentionally designed to foster learning across all areas of the EYFS—physical development, creativity, play and well-being—reflecting our Catholic ethos of respect for creation. Ofsted remarked that “<i>the curriculum is enhanced through a variety of enrichment activities</i>”, including outdoor learning. • Strong partnerships with parents and carers The school fosters a strong sense of responsibility among pupils, encouraging them to contribute positively to the school. This collaboration reflects our belief in community and partnership, which is central to our Catholic mission and supports a faith-filled learning journey. • Distributed leadership ensuring continuity of learning The EY manager and deputy Pre-School manager lead professional development and curriculum planning,

	<p>ensuring all EY staff are informed and confident in delivering effective learning sequences. This leadership structure supports our mission of guiding each colleague in nurturing young learners in a faith-filled environment.</p> <ul style="list-style-type: none">• Successful Pre-School expansion and capacity planning The school has successfully expanded its Pre-School provision, opening additional spaces funded by the local authority. This expansion is on track to fill all 32 Pre-School spaces, demonstrating strong community demand and effective operational planning. This growth affirms our commitment to serving our local Catholic community.• Coherent Curriculum Sequencing from EYFS to KS2 Ofsted highlighted that “knowledge and skills are built systematically from EYFS onwards, creating a coherent progression... and ensuring readiness for future learning.” This alignment underpins smooth transition and continuity across phases in a knowledge-rich curriculum rooted in Gospel values. <table><tr><th></th><th>Pre-Sch 2-3yrs</th><th>Pre-Sch 3-4yrs</th><th>2024-2025 Yr R School Outcomes</th><th>2024-2025 National Outcomes</th><th>2024-2025 Portsmouth Outcomes</th></tr><tr><td>Prime Areas</td><td>79%</td><td>73%</td><td>82%</td><td></td><td></td></tr><tr><td>Literacy</td><td>83%</td><td>73%</td><td>82%</td><td></td><td></td></tr><tr><td>Numeracy</td><td>83%</td><td>73%</td><td>82%</td><td></td><td></td></tr><tr><td>All of above</td><td>79%</td><td>73%</td><td>82%</td><td>68%</td><td>66%</td></tr></table>		Pre-Sch 2-3yrs	Pre-Sch 3-4yrs	2024-2025 Yr R School Outcomes	2024-2025 National Outcomes	2024-2025 Portsmouth Outcomes	Prime Areas	79%	73%	82%			Literacy	83%	73%	82%			Numeracy	83%	73%	82%			All of above	79%	73%	82%	68%	66%
	Pre-Sch 2-3yrs	Pre-Sch 3-4yrs	2024-2025 Yr R School Outcomes	2024-2025 National Outcomes	2024-2025 Portsmouth Outcomes																										
Prime Areas	79%	73%	82%																												
Literacy	83%	73%	82%																												
Numeracy	83%	73%	82%																												
All of above	79%	73%	82%	68%	66%																										
Key Areas to Improve/ to achieve outstanding	<ul style="list-style-type: none">• Ensure there is a well-sequenced, ambitious curriculum tailored to meet the needs and interests of each cohort, supporting all pupils to make strong progress from their starting points.• Maintain a consistent, systematic approach to the teaching of early reading and synthetic phonics, so that all pupils build secure foundations in reading.• Embed the ‘Mastering Number’ programme to strengthen pupils’ early mathematical understanding, supported by high-quality mathematical resources for independent and structured exploration.• Develop the outdoor learning environment so that it offers purposeful opportunities across all areas of learning and supports the development of all pupils, including those with additional needs.• Strengthen communication and partnership with parents and carers, including through the effective use of iConnect in Pre-School, to promote continuity of learning between home and school.• Continue to work towards full capacity in the Pre-School setting, ensuring provision remains high quality and inclusive.• Enhance provision for speech, language, and communication to ensure all pupils, including those with EAL or language delay, develop the vocabulary and confidence to express themselves effectively.																														
Overall Effectiveness Current judgement – Good																															
Key Strengths	<p>Self-evaluation judgements are:</p> <ul style="list-style-type: none">• QE = 2• PD = 1• B&A = 1• L&M = 2• EY = 2 <p>We have judged ourselves as at least Good/Outstanding because:</p> <ul style="list-style-type: none">• Pupils experience rich spiritual formation and moral development through prayer, retreat, liturgy, and relational education, creating a reflective, faith-led school culture. This is affirmed by Ofsted, which recognised St Swithun’s as promoting strong moral and spiritual development, and by our parent community, with 100% stating their child feels happy, safe, and spiritually supported.• The Catholic life of the school is visibly and vibrantly expressed across the environment, with prayer corners, liturgical displays, and dedicated prayer spaces that support daily reflection, worship, and a sense of sacred space throughout all year groups.• Collective worship is deeply embedded and increasingly child-led, fostering spiritual leadership and meaningful engagement with Scripture and liturgy. Celebration of the Word liturgies are tailored to each phase, with pupils																														

leading prayer and reflection, and increased family participation has strengthened parish links and home-school faith life.

- **Catholic Social Teaching is fully embedded across the curriculum**, shaping learning, behaviour, and school culture through the Church's principles of dignity, solidarity, justice, and stewardship—ensuring pupils are not only spiritually aware but also active agents of social change in line with Gospel values.
- **Exceptional early years provision lays a strong foundation for lifelong learning**, with Reception outcomes (82%) significantly exceeding national averages (67.7%). Local Authority validation confirms high-quality practice, and the Catholic ethos ensures holistic development of every child—spiritually, morally, socially, and academically.
- **Outstanding phonics outcomes (91% in Year 1, 85% in Year 2 retakes)** reflect both rigorous teaching and targeted intervention. Recognition from Springfield English Hub—awarding the school “strong in all aspects”—demonstrates national-level excellence and reflects our mission to enable all pupils to flourish academically and spiritually.
- **A clearly sequenced, ambitious curriculum is coherently implemented and enriched by Catholic values**, fostering deep knowledge, high-quality outcomes, and moral purpose. Ofsted praised the school's curriculum intent and structure, and pupils confidently articulate and apply their learning across subjects with depth and clarity.
- **Inclusive teaching and assessment practices ensure all learners, including the most vulnerable, achieve well**, supported by adaptive strategies, rigorous moderation, and a deeply embedded Feedback & Assessment Policy. SEND provision—including a dedicated nurture group—demonstrates our unwavering commitment to equity, inclusion, and Gospel-based care for every child.

2024-2025 School Outcomes	2024-2025 National Outcomes	2024-2025 Portsmouth Outcomes
82%	68%	66%
91%	80%	78%
85% (13ch)	50%	51%
Average score 23.3/25	Average score 21.1/25	Average score 20.2/25
76% (GD 49%)	75% (GD 33%)	68% (GD 27%)
87% (GD 4%)	72% (GD13%)	66% (GD 4%)
76% (GD 16%)	74% (GD 26%)	65% (GD 18%)
89%	82%	TBC
69% (GD 2%)	62% (GD 8%)	53% (GD 3%)
80% (GD 33%)	73% (GD 30%)	64% (GD 19%)
Key	Higher than both Portsmouth and National Outcomes	Higher than Portsmouth but not National Outcomes

More comprehensive data is available on our School Improvement Plan (SIP).

- **A deeply embedded relational culture rooted in Catholic values promotes exemplary behaviour and mutual respect**, with Ofsted affirming that “pupils thrive in this happy and welcoming school” and “behave exceptionally well.” Strong relationships between staff and pupils create a safe, inclusive, and nurturing environment for all.
- **High expectations and consistent pastoral care drive responsibility, self-discipline, and emotional well-being**, with pupils rising enthusiastically to meet behavioural and learning expectations. Ofsted praised the school's “strong pastoral systems” and the positive impact of staff expectations on pupils' attitudes and motivation.
- **Pupil leadership and voice are actively cultivated**, with children contributing meaningfully through school council and ambassador roles. This agency reflects a mature sense of responsibility, community contribution, and alignment with Gospel values of service and dignity.
- **Excellent attendance, punctuality, and safeguarding practices underpin a culture of safety, care, and accountability**, supported by proactive strategies and strong parental engagement. Attendance exceeds national averages, and Ofsted commended safeguarding systems as robust and well-understood by staff.
- **A rich and nurturing environment prioritises pupil mental health and wellbeing**, with clear systems for support rooted in Catholic care and compassion. Ofsted commended this provision, noting pupils are “resilient, confident learners who know how to manage feelings and interactions.”

- **A comprehensive PSHE and Relationships & Health Education curriculum promotes responsibility, dignity, and global citizenship**, underpinned by Catholic Social Teaching and British Values. Pupils develop secure knowledge of respect, tolerance, and equality, preparing them for life in modern Britain.
- **Broad enrichment opportunities foster the development of pupils' unique talents and interests**, with clubs, trips, arts, music, and themed events enhancing personal growth. Ofsted praised the enrichment offer, stating that "pupils enthusiastically rise to meet these expectations and enjoy their learning."
- **Strong spiritual, moral, social, and cultural development is lived out through the school's Catholic mission**, where pupils demonstrate high levels of respect, service, and community contribution. The Gospel message, "Love one another as I have loved you," is visibly embodied in daily life and pastoral care.
- **Strategic, values-driven leadership ensures continuous improvement**, with leaders and governors using robust data analysis and self-evaluation to drive high standards in wellbeing, teaching, and learning. Ofsted recognised leadership as "very good," highlighting its impact on sustained school development.
- **Governors provide strong, informed oversight**, actively monitoring performance, holding leaders to account, and ensuring effective resource use. Their strategic contributions reflect both high-quality governance and a deep commitment to Catholic principles of justice and stewardship.
- **Professional development and performance management are purposeful and well-structured**, empowering staff to deliver a broad, ambitious curriculum. Leaders prioritise subject knowledge and collaborative growth, ensuring consistent high-quality teaching across all phases.
- **Leadership fosters an inclusive, caring culture grounded in Gospel values**, ensuring pupils with SEND receive targeted support and all learners feel safe and valued. Strong partnerships with families and the community further reinforce this mission, with 99% of parents stating they would recommend the school.
- **An ambitious and well-sequenced EYFS curriculum lays secure foundations for lifelong learning**, with knowledge and skills clearly mapped from Pre-School through to Year 6. Ofsted praised the school's "ambitious, broad and balanced curriculum" and strong subject knowledge, enabling children to build firm foundations across all areas of learning.
- **A systematic approach to early reading and phonics ensures high levels of engagement and rapid progress**, with trained staff delivering consistent early phonics from entry. Pupils who need additional support are quickly identified and helped to catch up, fostering a love of reading from the start.
- **Expert teaching in early mathematics and a well-designed outdoor environment promote holistic development**, with strong pedagogy in number sense and rich opportunities for play, creativity, and exploration. Ofsted noted that the "curriculum is enhanced through a variety of enrichment activities," including outdoor learning that nurtures curiosity and physical growth.
- **Strong distributed leadership and parental partnerships ensure consistent, high-quality provision across EYFS**, with the EY and Pre-School leaders driving professional development and planning. This is underpinned by strong community demand, a successful Pre-School expansion, and seamless curriculum progression into Key Stage 1, as recognised by Ofsted.