

School Self-Evaluation Form (SEF)

School	St Swithun's Catholic Primary School	Head Teacher	Mrs Jenny Verhiest	Date	September 2026
School context-key features					
St Swithun's Catholic Primary School is a thriving Catholic primary school situated in the heart of Southsea. Our mission statement, "Love one another as I have loved you" (John 13:34), is far more than a statement of intent; it underpins every aspect of school life and is evident in the relationships between pupils, staff, governors, families and the wider parish community. This commitment to Gospel values was recognised during our July 2026 Catholic Schools Inspection, where inspectors described the whole staff team as <i>"united in their pursuit of the mission"</i> and recognised that the mission is translated into the lived experience of pupils, staff and families. Our vision is that every pupil becomes a happy, resilient and independent learner with the motivation, knowledge and character to fulfil their God-given potential. We believe that every child is entitled to an ambitious curriculum, regardless of background or starting point, and that inclusion is achieved through high expectations rather than reduced expectations. This philosophy now underpins every aspect of curriculum design, teaching and learning through our One Learning, Every Learner approach and the St Swithun's Adaptive Practice Framework. St Swithun's serves an increasingly diverse community. There are currently 361 pupils on roll, including 312 pupils in the main school and 49 children in the Pre-School. The school remains highly regarded within the local community and continues to receive applications across all year groups. The school community is richly diverse, with 43% of pupils speaking English as an Additional Language and over fifty languages represented. 22.5% of pupils are eligible for Pupil Premium funding and 19.5% are identified as having Special Educational Needs or Disabilities, including 3.5% with an Education, Health and Care Plan. Diversity is celebrated and viewed as a strength, with inclusion recognised as a defining characteristic of the school by both Ofsted and the Catholic Schools Inspectorate. Following the successful introduction of our pupil-centred class structure in September 2025, the school has continued to refine its approach to adaptive teaching. Rather than organising learning around ability labels, pupils access the same ambitious curriculum through carefully planned adaptations that enable every learner to succeed whilst maintaining consistently high expectations. This work now forms the cornerstone of our School Improvement Plan and reflects our belief that equity is achieved through intelligent adaptation rather than different expectations. The school benefits from an experienced and stable leadership team, strengthened middle leadership and a committed governing body. Leadership is characterised by collaboration, instructional coaching and a relentless focus on continual improvement. Professional development is carefully aligned to school priorities and has created a culture in which staff continue to develop their expertise whilst remaining committed to the school's mission and values.					
Summary Evaluation					
Areas for whole school development (See SIP and subject action plans for details)	Catholic Life and Mission - Continue embedding the recommendations from the July 2026 Outstanding CSI inspection by broadening opportunities for creativity within Religious Education. - Increase opportunities for both pupils and staff to contribute to the planning and leadership of Prayer and Liturgy. - Deepen pupils' understanding of Catholic Social Teaching through meaningful service and action. - Continue strengthening partnerships with families, the parish and the wider Catholic community.				
	Quality of Education - Fully embed the St Swithun's Adaptive Practice Framework so that every pupil accesses the same ambitious curriculum through carefully planned support and challenge. - Successfully implement and embed the new English and Mathematics curriculums. - Develop a whole-school culture of oracy to strengthen vocabulary, reasoning and communication across the curriculum. - Continue raising combined attainment and Greater Depth outcomes through high-quality adaptive teaching, responsive assessment and effective curriculum implementation. - Continue strengthening curriculum implementation across all foundation subjects.				
	Behaviour and Attitudes - Maintain the school's highly positive culture of behaviour, relationships and inclusion. - Further improve attendance, particularly for disadvantaged pupils and those at risk of persistent absence. - Continue developing pupils' resilience, independence and self-regulation.				

	Personal Development • Further develop pupil leadership opportunities. • Continue embedding Catholic Social Teaching throughout the wider curriculum. • Continue promoting positive mental health, wellbeing and wider enrichment opportunities.	
	Leadership and Management • Further develop middle leadership through coaching, monitoring and curriculum leadership. • Continue ensuring monitoring activities lead directly to improvements in classroom practice. • Develop increasingly robust systems for evaluating the impact of interventions and additional provision. • Continue to ensure school continue to build on their strong safeguarding culture.	
	Early Years • Continue developing communication, language and early oracy. • Strengthen early reading and writing through Read Write Inc. • Further develop mathematical understanding through high-quality adult interaction and continuous provision. • Continue refining assessment so that children's next steps are identified and acted upon swiftly.	
Ofsted (February 2025) Extent to which areas for development identified at the previous Ofsted Inspection, have been addressed		
Areas for improvement		Evidence and Evaluation
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		During 2025–26 the school refined its pupil-centred class structure and developed the St Swithun's Adaptive Practice Framework, built around the principle of One Learning, Every Learner. Rather than differentiating learning objectives, all pupils now access the same ambitious curriculum through carefully planned adaptations that maintain consistently high expectations for every learner. Teachers routinely use formative assessment to identify misconceptions, adapt teaching within lessons and provide timely support or challenge. Question-level analysis, pupil progress meetings and responsive planning ensure assessment information directly informs classroom practice rather than simply measuring attainment. Professional development has focused heavily on adaptive teaching, cognitive science, modelling, questioning, scaffolding, vocabulary development and instructional coaching, leading to increasing consistency across classrooms. Monitoring demonstrates that teachers confidently adapt learning in response to pupils' needs whilst maintaining curriculum ambition. This work now forms the central priority within the School Improvement Plan as the school continues to refine and embed adaptive practice across every curriculum subject.
Catholic School Inspection (July 2026) Extent to which recommendations identified during the Catholic Schools Inspection are being addressed		
Areas for improvement		Evidence and Evaluation
Provide opportunities for pupils to use their creativity and individuality to demonstrate their learning in Religious Education.		Following the school's Outstanding Catholic Schools Inspection in July 2026, inspectors identified two recommendations designed to support the school's continued journey of excellence rather than address weaknesses. These recommendations have been incorporated into the School Improvement Plan and subject action plans.
Broaden the involvement of a wider range of staff and pupils in the planning, preparation and delivery of Prayer and Liturgy.		The implementation of the new Religious Education curriculum provides an ideal opportunity to further develop creative responses to theological enquiry. Subject leaders are reviewing units of work to ensure pupils have increasing opportunities to demonstrate understanding through discussion, art, drama, writing, digital media and pupil-led enquiry whilst maintaining theological rigour. This work builds upon the school's already outstanding Religious Education provision and aims to deepen both pupil engagement and independent thinking. Prayer and Liturgy are already central to the daily life of the school. During 2026–27 leadership opportunities will be broadened further so that increasing numbers of pupils and staff contribute confidently to planning and leading worship. Professional development, shared planning and pupil leadership opportunities will ensure ownership of Prayer and Liturgy continues to grow across the whole school community whilst maintaining the exceptionally high standards recognised during the inspection.
Developing the Catholic life of the school Current Judgement – Outstanding		

Evidence and Evaluation	A deeply embedded Catholic mission shapes every aspect of school life The school's mission, <i>"Love one another as I have loved you,"</i> is at the heart of everything we do and is fully understood and lived by pupils, staff, governors and families. Rather than existing as a statement, it is evident in the daily interactions, decisions and relationships across the school. The Catholic Schools Inspectorate recognised this, stating that "the whole staff team are united in their pursuit of the mission" and that the school's mission is translated into the lived experience of pupils, staff and families. This shared commitment ensures that Catholic education is experienced authentically by every member of the community and underpins the school's relentless drive for excellence. Catholic leadership inspires a culture where everyone flourishes Leadership at every level is rooted firmly in Gospel values and servant leadership. Leaders provide a clear vision whilst empowering others to contribute meaningfully to the life of the school. The Catholic Schools Inspectorate recognised that "the headteacher provides highly effective Catholic leadership", ensuring that the school's mission permeates every aspect of school life. Equally importantly, inspectors recognised the collective commitment of staff, describing them as "united in their pursuit of the mission." This culture of shared leadership has created a community where staff feel valued, supported and inspired to give their very best, resulting in exceptional outcomes for pupils. An authentic culture of welcome and inclusion The school's inclusive ethos is one of its defining strengths. Every child is known, valued and celebrated regardless of background, faith, culture or need. The Catholic Schools Inspectorate described St Swithun's as having "a deeply embedded culture of welcome", recognising that inclusion is not viewed as an initiative but as a fundamental expression of the school's Catholic identity. This commitment is reflected not only in relationships but also in curriculum design. Through the school's adaptive practice philosophy, pupils access the same ambitious curriculum whilst receiving carefully planned support or challenge appropriate to their needs. Diversity within the school community is celebrated, with over fifty languages represented and pupils developing a deep respect for one another's cultures, experiences and beliefs. Pupils joyfully live out the mission Pupils demonstrate an excellent understanding of the school's mission and confidently explain how it influences their behaviour and decision-making. Inspectors recognised that pupils live the mission "enthusiastically and joyfully," demonstrating kindness, compassion and respect towards others. Catholic Social Teaching is embedded throughout the curriculum and wider life of the school. Pupils understand the importance of serving others and actively participate in charitable initiatives, fundraising, environmental projects and opportunities to support both local and global communities. They increasingly recognise that living their faith requires action as well as belief. Prayer and worship are central to school life Prayer permeates the daily life of the school and provides meaningful opportunities for pupils, staff and families to encounter Christ. Celebration of the Word, traditional prayer, spontaneous prayer, reflection and liturgical experiences are carefully planned and fully inclusive, enabling every pupil to participate with confidence. The introduction of diocesan Prayer and Liturgy guidance has strengthened consistency whilst allowing pupils increasing opportunities to contribute to worship. Families are now far more engaged through year-group liturgies and parish celebrations, further strengthening the relationship between school, home and parish. Religious Education is ambitious and intellectually rigorous Religious Education has undergone significant development through the implementation of the diocesan curriculum and enquiry-based learning. Lessons promote theological thinking, curiosity and meaningful discussion whilst ensuring pupils develop secure substantive knowledge alongside opportunities for personal reflection. Teachers demonstrate strong subject knowledge and confidently facilitate high-quality discussion. Assessment systems enable pupils' understanding to be accurately monitored and next steps identified. Religious Education enjoys parity with other core curriculum subjects and is recognised by pupils as an important and valued aspect of school life.
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	Strong partnerships strengthen the Catholic community The partnership between school, parish and families continues to flourish. Parents actively participate in liturgies, sacramental preparation and school celebrations, whilst pupils increasingly engage with parish life beyond the school gates. Governors provide both challenge and support, ensuring that the school's Catholic mission remains central to strategic decision-making. The Diocese, Edith Stein Partnership and wider Catholic community continue to strengthen leadership, curriculum development and professional collaboration.
Areas to Improve	Although Catholic Life and Mission is judged to be Outstanding, leaders remain ambitious and committed to continual improvement. • Continue implementing the recommendations from the July 2026 Catholic Schools Inspection by providing increasing opportunities for pupils to demonstrate creativity and individuality within Religious Education. • Broaden the involvement of a wider range of pupils and staff in the planning, preparation and delivery of Prayer and Liturgy, ensuring leadership opportunities continue to grow across the whole school community. • Continue to deepen pupils' understanding of Catholic Social Teaching by providing further opportunities for meaningful service, social action and leadership within the local and wider community. • Continue strengthening partnerships with families and the parish so that the mission of the school continues to be lived beyond the classroom. • Ensure the implementation of the new diocesan Religious Education curriculum continues to deepen theological understanding whilst maintaining the exceptionally high standards recognised during the CSI inspection.
Quality of Education Current Judgement – Outstanding	
Evidence and Evaluation	An ambitious curriculum enables every pupil to succeed The curriculum is broad, ambitious and carefully sequenced from Pre-School to Year 6, ensuring pupils develop secure knowledge, disciplinary understanding and the skills required for lifelong learning. Curriculum design reflects the school's vision that every child is entitled to an ambitious education regardless of starting point or need. Leaders have successfully implemented new English and mathematics curriculums, ensuring progression is carefully planned and knowledge builds systematically over time. Subject leaders have strengthened curriculum implementation across foundation subjects, so pupils develop increasing depth of understanding whilst making meaningful links across their learning. Monitoring demonstrates that curriculum intent is consistently translated into classroom practice. Adaptive practice ensures every child accesses the same ambitious learning The school's greatest curriculum development has been the implementation of the St Swithun's Adaptive Practice Framework. Rather than differentiating learning objectives, all pupils now work towards the same ambitious learning intention through carefully planned adaptations which provide appropriate support, challenge and independence. Teachers confidently adapt teaching through scaffolding, modelling, explicit instruction, vocabulary development, questioning, manipulatives, pre-teaching and responsive adult support whilst maintaining consistently high expectations. Flexible grouping and responsive classroom practice ensure adaptations remove barriers rather than reduce ambition. This approach has created a genuinely inclusive learning environment where pupils with SEND, disadvantaged pupils, pupils with EAL and higher attainers all access the same curriculum whilst receiving the support they need to succeed. Adaptive practice has become embedded through high-quality professional development, coaching, collaborative planning and rigorous monitoring. Assessment informs teaching rather than simply measuring attainment Assessment is a genuine strength of the school. Teachers use formative assessment continuously throughout lessons to identify misconceptions, adapt teaching and provide immediate support or increased challenge where required. Summative assessments are carefully analysed through question-level analysis, enabling leaders and teachers to identify curriculum strengths, misconceptions and future priorities. Redesigned pupil progress meetings now focus on the impact of teaching, classroom adaptations, barriers to learning and planned next steps rather than attainment alone. This has strengthened professional dialogue and ensured interventions are increasingly responsive and effective.

	Robust moderation, both internally and externally, gives leaders confidence that assessment judgements are accurate, reliable and consistently applied across the school. Teaching is consistently strong Teachers demonstrate secure subject knowledge and present learning clearly through explicit instruction, effective modelling and carefully sequenced explanations. Lessons are purposeful, engaging and characterised by high expectations. Professional development is closely aligned to school priorities and delivered through instructional coaching, collaborative practice and subject leadership. As a result, teachers continually refine their practice and confidently apply evidence-informed strategies within the classroom. Monitoring demonstrates increasing consistency across the school, with pupils able to articulate their learning, explain their thinking and demonstrate resilience when faced with challenge. Oracy is becoming a defining strength Recognising the central role of language in learning, leaders have prioritised the development of oracy across the curriculum. Structured discussion, high-quality questioning, vocabulary instruction and purposeful classroom dialogue are increasingly evident across all subjects. Pupils confidently explain their thinking, justify reasoning and build upon one another's ideas. This is particularly evident within Religious Education enquiry, mathematics reasoning and wider curriculum discussions. The school recognises that continuing to strengthen oracy will further improve reading comprehension, writing quality and pupils' ability to think deeply across the curriculum. Inclusion is a defining characteristic of teaching The curriculum has been designed so that inclusion is achieved through intelligent adaptation rather than reduced expectations. Provision for pupils with SEND, EAL and disadvantaged pupils is carefully planned and regularly reviewed. Teachers have an accurate understanding of pupils' strengths, barriers and next steps and use this information to adapt teaching effectively. Provision maps, targeted interventions and pastoral support are increasingly evaluated for impact, ensuring additional provision complements rather than replaces high-quality classroom teaching. Pupils are known well, relationships are exceptionally strong and every learner is supported to flourish both academically and personally. Achievement and Outcomes Outcomes remain consistently strong and compare favourably with both national and Portsmouth averages. • 87% of Reception pupils achieved a Good Level of Development. • 87% of Year 1 pupils passed the Phonics Screening Check. • 100% of pupils achieved the expected standard in Year 2 phonics re-checks. • Year 4 pupils achieved an average 23.3/25 in the Multiplication Tables Check. • Key Stage Two outcomes remain above national in Reading, Writing, Mathematics, Science and Combined attainment. • Combined attainment increased from 69% to 72%, demonstrating the positive impact of curriculum developments and adaptive teaching. • Leaders recognise that achievement is measured not solely through statutory outcomes but through the progress pupils make from their individual starting points. Internal data demonstrates improving attainment across almost every year group, with increasing proportions of pupils working at age-related expectations and Greater Depth. Whilst leaders continue to prioritise combined attainment, writing and Greater Depth mathematics, outcomes demonstrate a sustained upward trajectory.
Areas to Improve	Although outcomes continue to improve and the quality of education is strong, leaders remain ambitious. • Fully embed the St Swithun's Adaptive Practice Framework so it is consistently evident across every curriculum subject.

	• Successfully embed the new English and mathematics curriculums. • Continue developing whole-school oracy to strengthen vocabulary, reasoning and written outcomes. • Raise combined attainment further, particularly in Key Stage One. • Increase the proportion of pupils achieving Greater Depth, particularly in mathematics and SPaG. • Continue strengthening curriculum implementation and disciplinary thinking across all foundation subjects. • Further develop leaders' evaluation of intervention impact to ensure additional provision consistently accelerates progress.
Behaviour and Attitudes Current Judgement – Outstanding	
Evidence and Evaluation	Exceptional relationships underpin behaviour across the school Behaviour at St Swithun's is exemplary because it is rooted in positive relationships, high expectations and a deeply embedded culture of respect. Pupils consistently demonstrate kindness, courtesy and consideration towards one another and adults. They understand the school's mission and Gospel values and can clearly explain how this influence the choices they make each day. The school's relational approach ensures pupils feel safe, respected and listened to. Expectations are consistently high and understood by all members of the school community, resulting in calm, purposeful classrooms where learning is rarely disrupted. Pupils demonstrate excellent attitudes to learning Across the school pupils display highly positive attitudes towards learning. They are motivated, resilient and increasingly independent learners who take pride in producing work of a high standard. The school's adaptive practice philosophy has further strengthened learning behaviours. Because all pupils access the same ambitious learning whilst receiving carefully planned support where required, pupils demonstrate confidence when tackling challenging work and are willing to persevere when learning becomes difficult. Pupils collaborate well, discuss ideas thoughtfully and increasingly take ownership of their own learning. They respond positively to feedback and understand mistakes are an important part of learning. Attendance is improving and leaders respond swiftly to concerns Attendance remains a high priority for leaders. Whole-school attendance for 2025–26 was 95%, broadly in line with national expectations despite increasing national challenges regarding attendance. Leaders monitor attendance rigorously, identifying concerns quickly and providing timely support to families where barriers exist. Persistent absence is carefully tracked, particularly for disadvantaged pupils and vulnerable groups. The school's work with external agencies, personalised family support and strong relationships with parents ensure attendance concerns are addressed promptly and sensitively whilst maintaining high expectations. Leaders recognise improving attendance further remains an important priority and have robust systems in place to achieve this. Behaviour systems are consistent and effective Behaviour expectations are understood and consistently implemented by all staff. Children understand routines exceptionally well and transition calmly between activities. Lessons begin promptly, low-level disruption is extremely rare, and learning time is maximised. Where pupils require additional support, staff respond through restorative conversations, reflection and personalised strategies which enable pupils to understand the impact of their behaviour whilst maintaining positive relationships. Suspensions remain exceptionally low and behaviour records demonstrate that serious incidents are rare. Pupils feel safe because expectations are consistently applied and adults respond fairly and calmly. Pupils feel safe, valued and supported Safeguarding is embedded within the culture of the school. Pupils consistently report that they feel safe and know there is always an adult who will listen and help them. They understand how to keep themselves safe both online and offline and demonstrate increasing confidence in recognising risks and making sensible choices.

	The school's Learning Forest, pastoral provision and nurturing ethos provide pupils with valuable opportunities to develop resilience, emotional regulation and positive mental wellbeing. Staff know pupils exceptionally well and work closely with families to ensure children receive the support they need to flourish. The Catholic Schools Inspectorate recognised the school's "deeply embedded culture of welcome", reflecting the inclusive environment experienced by pupils every day. Inclusion promotes positive behaviour The school firmly believes behaviour improves when barriers to learning are understood and appropriate support is provided. Adaptive practice, high-quality pastoral support and carefully planned classroom environments enable pupils with SEND, pupils with EAL and disadvantaged pupils to engage successfully alongside their peers. Behaviour support is proactive rather than reactive. Staff understand pupils' individual needs and adapt their approach accordingly whilst maintaining consistently high expectations for everyone. As a result, pupils develop confidence, independence and self-regulation, enabling them to participate fully within the life of the school.
Areas to Improve	Although behaviour and attitudes are judged to be Outstanding, leaders remain committed to continual improvement. • Continue reducing persistent absence, particularly amongst disadvantaged pupils and those whose attendance falls below national expectations. • Further develop pupils' independence and self-regulation through adaptive teaching approaches. • Continue embedding restorative practice to strengthen pupils' understanding of responsibility, forgiveness and reconciliation. • Further develop pupil leadership so children increasingly model and promote the school's values across the community. • Continue promoting excellent learning behaviours through consistently high-quality adaptive teaching and classroom routines.
Personal Development Current Judgement –Outstanding	
Evidence and Evaluation	Pupils flourish as confident, compassionate and responsible individuals Personal development is at the heart of the school's vision. Leaders are committed to developing the whole child so that pupils leave St Swithun's not only with strong academic outcomes but also with the character, confidence and resilience needed to contribute positively to society. The school's mission, "<i>Love one another as I have loved you</i>," is evident in every aspect of pupils' personal development. Gospel values are lived daily, enabling pupils to develop empathy, kindness, integrity and respect for others. As recognised during the Catholic Schools Inspection, pupils embrace the school's mission enthusiastically and demonstrate a genuine desire to serve others through their words and actions. Catholic Social Teaching develops pupils who make a difference Catholic Social Teaching is carefully woven throughout the curriculum and wider life of the school, enabling pupils to understand both their responsibilities and their ability to influence the world positively. Pupils actively participate in charitable fundraising, community projects and acts of service throughout the year. They understand concepts such as dignity, solidarity, stewardship and the common good, applying these values naturally within school and beyond. Rather than simply learning about social justice, pupils are encouraged to become active citizens who recognise that they can make a meaningful difference to the lives of others. Pupil leadership is valued and meaningful Leadership opportunities are extensive and continue to develop across the school. Pupils take pride in contributing to school improvement through a wide range of leadership roles, including the School Council, Mini Vinnies, Eco Team, Worship Leaders, House Captains, Digital Leaders, Librarians and Sports Leaders. These opportunities enable pupils to develop responsibility, confidence and effective communication whilst making genuine contributions to school life. Leaders actively seek pupil voice when evaluating provision, ensuring children understand that their opinions are valued and can influence change.

	The curriculum prepares pupils exceptionally well for life in modern Britain The curriculum promotes pupils' spiritual, moral, social and cultural development exceptionally well. Through PSHE, Relationships Education, Religious Education and the wider curriculum, pupils develop a secure understanding of democracy, individual liberty, mutual respect and the rule of law. Diversity is celebrated throughout the curriculum and pupils demonstrate genuine respect for those whose beliefs, cultures and experiences differ from their own. The school's diverse community provides daily opportunities for pupils to develop understanding, empathy and appreciation of the richness of modern Britain. Personal development is enriched through a broad range of experiences Leaders are committed to ensuring every child experiences an education that extends well beyond the classroom. Educational visits, residential experiences, visitors, performances, sporting competitions, music, outdoor learning and the Learning Forest provide rich opportunities for pupils to develop confidence, resilience and curiosity. Participation is carefully monitored to ensure disadvantaged pupils and those with additional needs access the same opportunities as their peers. The Learning Forest has become a significant strength of the school, enabling pupils to develop independence, teamwork, problem-solving skills and an appreciation of God's creation through meaningful outdoor learning experiences. Pupils understand how to keep themselves safe Safeguarding is highly effective and underpins every aspect of personal development. Pupils develop an age-appropriate understanding of physical, emotional and online safety through a carefully sequenced curriculum. They know how to seek help, recognise potential risks and make informed decisions. Strong relationships between staff, pupils and families ensure concerns are identified early and appropriate support is provided. Pupils consistently report that they feel safe, valued and well cared for. Wellbeing is prioritised The school places significant importance on promoting positive mental health and emotional wellbeing. Pastoral support is carefully targeted and responsive to individual needs. Staff know pupils exceptionally well and work proactively with families and external agencies to remove barriers to learning and wellbeing. The school's nurturing culture ensures pupils develop resilience, confidence and self-belief, enabling them to approach challenges positively and persevere when learning becomes difficult. Pupils leave St Swithun's exceptionally well prepared for the next stage of education By the time pupils leave Year 6 they have developed into articulate, resilient and compassionate young people who are well prepared for secondary education and life beyond school. Academic success is matched by strong personal qualities including independence, responsibility, leadership, teamwork and respect for others. Pupils understand the importance of contributing positively to their communities and leave with a secure understanding of how their faith and values can shape the choices they make throughout their lives.
Areas to Improve	Although personal development is judged to be Outstanding, leaders remain ambitious to strengthen provision further. • Continue developing pupil leadership opportunities so that increasing numbers of pupils' influence school improvement and the wider community. • Further embed Catholic Social Teaching across the wider curriculum, enabling pupils to make explicit links between faith, justice and action. • Continue developing whole-school oracy so pupils communicate with increasing confidence in a range of formal and informal contexts. • Embed the new PSHE curriculum to further strengthen pupils' understanding of relationships, wellbeing and life in modern Britain. • Continue expanding opportunities for enrichment, outdoor learning, sport, music and cultural experiences, ensuring equitable access for all pupils.
Leadership and Management	

Current Judgement – Outstanding	
Evidence and Evaluation	A clear vision drives continual school improvement Leadership is driven by a relentless commitment to ensuring every child flourishes academically, spiritually, socially and emotionally. The school's mission, <i>"Love one another as I have loved you,"</i> provides the foundation for all strategic decisions, ensuring that improvement is never pursued simply for higher outcomes but because every child deserves the very best education. Leaders have created a culture where ambition and inclusion work hand in hand. High expectations are maintained for every pupil, whilst carefully planned adaptations ensure all children can access the same ambitious curriculum. This philosophy underpins the school's strategic direction and is reflected throughout the School Improvement Plan. Leadership at all levels is strong and continues to develop Leadership is distributed effectively across the school. Middle leaders demonstrate increasing confidence in leading curriculum development, monitoring standards and supporting colleagues through coaching and professional dialogue. Subject leaders have developed clear curriculum intent and monitor implementation through lesson observations, learning walks, pupil voice, planning scrutiny and work scrutiny. Monitoring is purposeful and leads directly to improvements in classroom practice rather than simply evaluating compliance. Professional development is carefully aligned to school priorities, ensuring staff continually refine their expertise whilst developing future leadership capacity. Monitoring is rigorous and leads to meaningful improvement Leaders have established a comprehensive programme of monitoring that provides an accurate understanding of the school's strengths and priorities. Evidence from learning walks, pupil voice, book scrutiny, assessment analysis, professional dialogue and external validation is triangulated carefully before improvement priorities are identified. This ensures school self-evaluation is accurate, honest and evidence based. Monitoring is viewed as a developmental process rather than a judgement. Staff engage positively because they recognise monitoring supports professional growth and improves outcomes for pupils. Professional development is exceptional Staff development is one of the school's greatest strengths. Instructional coaching, collaborative planning, peer observations and high-quality professional development have created a culture of continual improvement where staff actively seek opportunities to refine their practice. The implementation of the St Swithun's Adaptive Practice Framework demonstrates this approach. Rather than introducing isolated initiatives, leaders have developed a shared understanding of excellent teaching rooted in educational research, ensuring improvements are sustainable and consistently implemented across the school. Leaders know the school exceptionally well School self-evaluation is accurate because it is rooted in a wide range of evidence including internal monitoring, external moderation, pupil outcomes, stakeholder feedback, governor challenge and external validation. Improvement priorities are carefully chosen and directly linked to identified needs. Leaders continually evaluate the impact of actions taken, adapting provision where necessary to maximise effectiveness. The School Improvement Plan provides a clear strategic framework with measurable success criteria, ensuring leaders remain focused on improving classroom practice and pupil outcomes. Governance provides effective support and challenge Governors know the school well and fulfil their statutory responsibilities effectively. Through regular visits, monitoring activities, governor reports and careful scrutiny of school performance information, governors provide both appropriate challenge and unwavering support. They maintain a strong understanding of the school's strengths and priorities whilst ensuring leaders remain accountable for continued improvement.

	Governors play an active role in preserving the school's Catholic identity, monitoring safeguarding, evaluating curriculum developments and ensuring financial decisions remain focused upon improving outcomes for pupils. Safeguarding is highly effective Safeguarding is given the highest priority by leaders and governors. There is a strong safeguarding culture where every member of staff understands their responsibilities and recognises that safeguarding is everyone's responsibility. Training is regular, robust and responsive to emerging issues. Leaders work effectively with families and external agencies to ensure vulnerable pupils receive timely support. Record keeping is thorough, referrals are made appropriately and safeguarding procedures are consistently implemented. Pupils report feeling safe and demonstrate a secure understanding of how to keep themselves safe both online and offline. Leaders value and invest in staff One of the defining characteristics of leadership at St Swithun's is the value placed upon staff wellbeing and professional fulfilment. Leaders recognise that pupils thrive when staff feel valued, supported and empowered. Workload is carefully considered when introducing new initiatives and staff wellbeing remains central to leadership decision-making. This culture was recognised during the Catholic Schools Inspection, where inspectors noted that "the whole staff team are united in their pursuit of the mission." Staff questionnaire responses, professional dialogue and retention demonstrate a committed team who work collaboratively in pursuit of the very best outcomes for children. Leadership is externally validated External validation confirms the accuracy of the school's self-evaluation. The school was judged Good by Ofsted in February 2025, recognising the quality of education, leadership and the positive culture created across the school. In July 2026 the Catholic Schools Inspectorate judged Catholic Life and Mission, Religious Education and Prayer and Liturgy to be Outstanding, resulting in an overall judgement of Outstanding. Inspectors described leadership as highly effective and recognised the way the school's mission is translated into lived experience for pupils, staff and families. These external judgements reinforce leaders' confidence in the school's strategic direction whilst identifying clear next steps that have been incorporated into the School Improvement Plan.
Areas to Improve	Although leadership and management are judged to be Outstanding, leaders remain committed to continual improvement. • Continue developing middle leaders so they increasingly drive curriculum improvement, professional development and monitoring within their subjects. • Further strengthen coaching and collaborative professional development so adaptive practice becomes fully embedded across all curriculum areas. • Continue refining systems for evaluating the impact of interventions, ensuring resources are targeted where they make the greatest difference. • Embed the School Improvement Plan priorities through rigorous monitoring, evaluation and responsive leadership. • Continue implementing the three-year budget recovery plan whilst protecting the quality of education and maintaining investment in staffing and curriculum provision. • Continue strengthening governance through strategic monitoring, accurate self-evaluation and robust challenge.
Early Years Current Judgement – Outstanding	

Evidence and Evaluation	Children make an exceptional start to their learning journey The Early Years provides a nurturing, ambitious and highly stimulating environment where every child is known, valued and encouraged to flourish. From the moment children join St Swithun's, strong relationships with families ensure they settle quickly, develop confidence and become enthusiastic learners. Leaders recognise that the Early Years lays the foundations for future success. Consequently, the curriculum is carefully sequenced to develop communication, language, personal development and early mathematics through purposeful play, direct teaching and high-quality adult interactions. The significant improvement in outcomes, with 87% of children achieving a Good Level of Development in 2026, reflects the strength of provision and the impact of continual curriculum refinement. Communication and language underpin learning Developing children's communication and language is a central priority. Adults model high-quality language throughout the day, introducing ambitious vocabulary, extending conversations and encouraging children to explain their ideas with increasing confidence. Storytelling, role play, singing and purposeful discussion are woven naturally into daily learning experiences. Recognising the high proportion of pupils with English as an Additional Language, staff carefully adapt interactions to ensure every child develops the language needed to access future learning successfully. Early oracy is viewed as the foundation upon which reading, writing and wider learning are built. Early reading is a significant strength Reading is prioritised from children's earliest experiences in school. The systematic teaching of phonics through the Read Write Inc. programme enables children to develop secure early reading skills. Daily phonics teaching is supported by carefully matched reading books, regular assessment and swift intervention where required. Children develop a genuine love of books through carefully planned story sessions, high-quality texts and inviting reading environments. Parents are actively involved in supporting reading at home, strengthening the partnership between school and family. This strong foundation is reflected in the consistently positive phonics outcomes achieved across Key Stage One. Learning is ambitious, inclusive and responsive The Early Years curriculum reflects the school's wider philosophy of One Learning, Every Learner. All children access ambitious learning experiences whilst adults carefully adapt support according to individual needs. Assessment is ongoing and responsive, enabling practitioners to identify children's next steps quickly and provide timely support where appropriate. Children with SEND, pupils with EAL and disadvantaged children receive high-quality support within everyday classroom practice, ensuring they participate fully alongside their peers whilst developing increasing independence. Continuous provision promotes independence and curiosity The learning environment has been carefully designed to promote curiosity, exploration and sustained shared thinking. Both indoor and outdoor environments provide rich opportunities for children to investigate, create, solve problems and develop resilience through purposeful play. Adults skilfully extend children's thinking through questioning, modelling and carefully planned interactions rather than directing learning unnecessarily. The Learning Forest further enhances provision, enabling children to explore the natural world, develop physical skills, take appropriate risks and build confidence through outdoor learning. Assessment informs teaching and accelerates progress Assessment is embedded seamlessly within daily practice.
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	Practitioners continually observe children's learning, identify strengths and recognise emerging next steps. This information directly informs planning, ensuring learning experiences remain responsive to children's individual development. Moderation within school and across the Edith Stein Partnership provides confidence that judgements remain accurate and consistent. Leaders regularly review children's progress, enabling additional support to be implemented swiftly where required. Partnerships with families are exceptionally strong Parents are recognised as children's first educators and play an active role in their child's learning journey. Strong communication between home and school ensures staff develop a secure understanding of every child's interests, experiences and individual needs. Parents are encouraged to contribute to learning through reading, home learning activities and regular communication with staff. These positive relationships ensure children experience consistency between home and school, enabling them to feel safe, secure and ready to learn. Children are exceptionally well prepared for Year 1 By the end of Reception, children demonstrate increasing independence, resilience and confidence. They have developed secure early literacy and mathematical understanding alongside the personal, social and emotional skills needed to succeed in Key Stage One. Children approach learning with curiosity, perseverance and enthusiasm, reflecting the school's vision of developing happy, resilient and independent learners. The consistently strong outcomes achieved in Reception demonstrate that children leave the Early Years exceptionally well prepared for the next stage of their education.
Areas to Improve	Although the Early Years is judged to be Outstanding, leaders remain committed to continual improvement. • Continue developing communication, language and early oracy so every child develops a rich vocabulary and confidence in speaking. • Further strengthen early reading and writing through the continued embedding of Read Write Inc. • Continue developing mathematical understanding through high-quality adult interactions and carefully planned continuous provision. • Refine assessment systems so children's next steps continue to be identified quickly and acted upon effectively. • Continue developing indoor and outdoor learning environments that promote curiosity, independence and sustained shared thinking. • Further strengthen transition arrangements into Reception and from Reception into Year 1, ensuring learning builds seamlessly across phases.
Overall Effectiveness Current judgement – Good	
Evidence and Evaluation	Overall Judgement: Outstanding St Swithun's is a highly inclusive Catholic school where every member of the community is known, valued and challenged to achieve their very best. The school's mission, <i>"Love one another as I have loved you,"</i> is lived authentically each day and underpins every aspect of school life. Leaders have established an ambitious curriculum that combines exceptionally strong pastoral care with high academic expectations. Through the implementation of the St Swithun's Adaptive Practice Framework, every child accesses the same ambitious curriculum whilst receiving carefully planned adaptations that enable success without limiting aspiration. This philosophy is transforming teaching, strengthening inclusion and contributing to improving outcomes across the school. External validation confirms the accuracy of the school's self-evaluation. Ofsted judged the school to be Good in February 2025, recognising the quality of education and leadership. In July 2026, the Catholic Schools Inspectorate judged Catholic Life and Mission, Religious Education and Prayer and Liturgy to be Outstanding, resulting in an overall judgement of Outstanding. Together with improving attainment, highly positive stakeholder feedback and a culture of continual professional development, these outcomes demonstrate a school that knows itself exceptionally well and has the capacity to improve further. Leaders remain ambitious. Rather than viewing these outcomes as an endpoint, they continue to refine teaching, deepen curriculum implementation and strengthen leadership at every level. The school's priorities are clear,

	evidence informed and firmly rooted in the belief that every child deserves to flourish academically, spiritually, socially and emotionally.
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