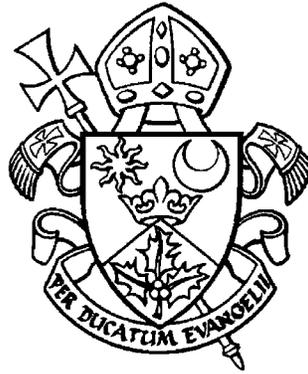


## THE VALIDATION REPORT



This report to the Bishop of the Diocese under Canon 806 of the Code of Canon Law is also the report to the governors of the school on religious education under Section 48 of the Education Act 2005.

<b>NAME OF SCHOOL</b>	St. Joseph's Catholic Primary School
<b>ADDRESS</b>	Gipsy Lane Bracknell Berkshire RG12 9AP
<b>CHAIR OF GOVERNORS</b>	Donald Gray
<b>HEADTEACHER</b>	Juanita Dunlop (Acting)
<b>NAMES OF VALIDATORS</b>	Robert Dare Lynda Regan
<b>DATES OF THE VALIDATION VISIT</b>	20 September 2007 3 October 2007

## Information about the school

Number of pupils on roll	201
Number of boys	103
Number of girls	98
Number of statemented pupils	7
Percentage of Catholic pupils	91%
Number of teaching staff	13
Number of support staff	27
Percentage of Catholic staff	68%

St Joseph's is a popular, over-subscribed primary school situated in the parish of St Joseph's and St Margaret Clitherow in Bracknell. The children come from a range of socio-economic backgrounds. Thirty-four per cent of the children come from ethnic minorities and 2% qualify for free school meals. The school has a high number of children with English as an additional language (20%). The school has a significantly high number of pupils moving in and out, due to the relocation of families.

## The school's effectiveness in providing Catholic education

St Joseph's is a very good example of a Catholic school. There is a strong sense of commitment to the mission; leadership at all levels is strong and centred on the Christian vision of the school; the quality of relationships between all members of the community is very good, with everyone supporting each other and the school welcomes all who pass through its doors.

In providing a good standard of religious education, the pupils are given a firm faith foundation. Religious education (RE) is given high status in the school and the leadership and co-ordination of the subject is good, with real enthusiasm and commitment to its development.

In promoting the spiritual and moral development of the pupils, St Joseph's ethos permeates all aspects of the school and offers very good opportunities for the pupils' development in these key areas. Respect, care and value of and for the individual are key strengths.

### a) Key strengths of the school

- The strength and warmth of the relationships between all in the school, bringing about a tangible sense of community, which is evident in the atmosphere of calm, work and play.
- The strong Christian leadership offered by the acting headteacher.
- The governing body, which both supports and challenges the school.
- The benefit gained by the school from the clergy associated with the school.
- The very good rôle model given by the RE leader. She shows a strong commitment to developing the subject and supporting her colleagues.
- The very good attitudes to learning. Pupils are well motivated and able to work individually and collectively without distraction. Pupils enjoy being at St Joseph's and feel it is a very special school.
- The professionalism and commitment of the teaching staff to provide a RE curriculum that is challenging and of a high quality.
- The range of rich opportunities offered to pupils, staff and parents to help them deepen their personal relationship with God.
- The good range and quality of worship offered in the school.
- The environment of respect for each individual shown through relationships.
- The clarity of Christian values, which guide and inform behaviour and policies. These were reinforced through a recent '*Values Day*' held in the school.
- The opportunities provided for reconciliation as part of the school's daily approach to resolving conflict.

b) Key areas for development

- The successful recruitment and appointment of a permanent headteacher.
- Continue to enrich RE teaching and raise standards by using creative, cross curricular and innovative approaches to enhance the learning and teaching in RE.
- In order to move standards in RE from good to outstanding, teachers need to ensure that all pupils are challenged and supported through the more regular provision of differentiated tasks and activities.

c) Progress since the last validation

The school has work hard to address the key issues identified in the last validation, which took place in 2002. In the current validation, the following improvements were noted:

- Each class now has at least 2 hours RE teaching per week.
- Teachers are regularly planning assessment activities within RE, some of which are carried out by pupils themselves.
- Staff regularly share ideas and best practice through dedicated staff meeting time and key stage planning sessions.
- Although there is evidence that more able children are now being challenged, a move to providing more differentiated tasks would extend this provision.

d) Summary of parents' views of the school

As part of the validation, parents were asked to complete a questionnaire on the Catholic life of the school. Altogether, 103 completed questionnaires were received and analysed.

Parents' responses are, on the whole, very positive. It is evident that the vast majority value the school and feel comfortable approaching it. Communication is good and parents feel welcomed and included in the school's worship. Parents see the school as providing a supportive, caring Catholic community and they value the links between home, school and parish. They recognise that spiritual and moral development are both good. Parents consider the work in religious education to be of a good standard.

## THE SCHOOL AS A CATHOLIC COMMUNITY

### WHAT THE SCHOOL SAYS

<b>SECTION A1: The school community</b>	Outstanding	Good	Satisfactory	Inadequate
		✓		

#### Key strengths identified by the school

*The outstanding quality of its care lies at the heart of this successful school. The school is justly proud of its strong community ethos and the excellent levels of pastoral care. Parents are extremely appreciative of the dedication with which the staff ensure every child matters and receives close, personalised support. (Ofsted July 2007)*

- The school enjoys a very good reputation in the local community and as a result it is over subscribed. Visitors and parents frequently cite the strong Catholic ethos and welcome, the very good standards, the behaviour of the children and the school's inclusive nature. It is a school where all children feel valued and cared for and members of our diverse community are supportive of each other.
- We have a strong Catholic faith community with a common sense of purpose and commitment uniting staff, governors, parents and parish. 91% of the children are baptised Catholics, most of whom are practising.
- Our whole school community through consultation (children, staff, governors, parents) reviewed our mission statement:
- There is a strong sense of commitment to the mission of the school and the school's mission statement, ethos and vision is reflected in key policies and in its day to day practice by all members of the school community.
- The support of the various members of the community is evident in the commitment various groups play in the school i.e. 'Gold Healthy Schools' Award.
- The school's buildings and environment (displays, Sean's Garden) reflect the school's Catholic nature.

#### Areas identified for development by the school (include timescale for action)

- Revise the aims (make more child friendly and tie in with Every Child Matters) - July 2008
- School Council to devise an induction for new pupils, including those of other faiths - September 2008
- Review induction programme for new members of staff - July 2007
- Update school prospectus and website - Autumn 2007

### VALIDATORS' JUDGEMENT

<b>SECTION A1: The school community</b>	Outstanding	Good	Satisfactory	Inadequate
	✓			

#### Key strengths

*The warm welcome, its inclusivity, strong Catholic ethos and commitment to the mission statement all contribute to make St Joseph's a very good example of a Catholic school.*

Validators agree with the school's self-evaluation and commend the school for the following:

- The school's commitment to its ethos and vision is reflected in key policies and documents, e.g. mission statement, school booklet, staff handbook and in its day-to-day practice by all members of the school community.
- The strength and warmth of the relationships between all members of the community.
- The warm welcome and support offered to all who come to the school.
- The immaculate physical environment of the school, the level of care and attention to detail and the quality of displays, all contribute to create a most attractive learning and working environment.
- The pupils enjoy being at St Joseph's and feel it is a very special school.
- Parents regard the school as a loving, caring community, where their children are happy.

#### Areas identified for development

There are no areas for development other than those already identified by the school itself.

## WHAT THE SCHOOL SAYS

<b>SECTION A2: Leadership and management</b>	Outstanding	Good	Satisfactory	Inadequate
	✓			

### Key strengths identified by the school

*The headteacher and acting headteacher have provided inspirational leadership. They have united the school as a learning community around a vision based on shared values and a determination to help each child be all that he or she can. There is an unrelenting focus on pupil achievement and continual improvement. (Ofsted July 2007)*

- A strong Catholic community with distributive leadership of the governors, acting Headteacher, leadership team, teachers and LSAs where all members of the school community take responsibility for the maintaining standards and continual improvement of the moral, spiritual and religious knowledge of the pupils.
- The governors help shape the Catholic life of the school and understand the school's strengths and the areas to develop through the development and monitoring of the School Development Plan. The school uses the diocesan Self Review in a rigorous and systematic way to evaluate what it does well and what could be improved.
- The leadership of the Acting Headteacher and leadership group provides a clear and embracing vision for the school that is embedded in the Gospel values. It is shared by all those associated with it. The school has an 'open door' policy.
- The RE Manager is a key member of the Leadership Group and is fully involved in the leadership of the whole school, ensuring that the religious education of all are considered in relation to all new developments.
- Excellent working relationships between pupils, teachers and support staff. This modelling of relationships has led to excellent behaviour among the children in our care.

### Areas identified for development by the school (include timescale for action)

- Interview and appoint new Catholic Headteacher and Deputy Headteacher. - Spring Term 2008
- Induction pro forma for our new teachers and NQTs - July 2008
- Staff to have the opportunity to attend 'Theology for Teachers' course arranged by the diocese. – Autumn 2007
- To implement the new 'Self Review' procedures – Autumn 2007

## VALIDATORS' JUDGEMENT

<b>SECTION A2: Leadership and management</b>	Outstanding	Good	Satisfactory	Inadequate
	✓			

### Key strengths

*All in St Joseph's with a leadership rôle ensure the school's Catholic identity and ethos is at the heart of all they do.*

The validators commend the school for the following:

- The strong Christian leadership offered by the acting headteacher.
- The improvements since the last validation under the leadership of the previous headteacher.
- The school's constant drive for improvement.
- The systematic and effective approach to the monitoring and evaluation of all aspects of the life of the school.
- The governing body, which both supports and challenges the school, is a strength of the school. Members of the governing body are frequent visitors to the school.
- The effectiveness and commitment of the school council.

### Areas identified for development

The successful recruitment and appointment of a permanent headteacher.

## WHAT THE SCHOOL SAYS

<b>SECTION A3: The wider community</b>	Outstanding	Good	Satisfactory	Inadequate
		✓		

### Key strengths identified by the school

- Very good links with the Diocese through contributions to Diocesan initiatives and implementation of strategies from the Diocesan school Advisors in RE teaching, curriculum management and classroom practice.
- Fr. Chris & Deacon Tony support the school through a wide range of Masses and Liturgies celebrated throughout the year both in school and parish church.
- Staff & Governors from both Parishes in Bracknell come together to celebrate the Eucharist and to review policies.
- Pupils are made aware of local and worldwide issues through assemblies, RE, PSCHE, Rights and Responsibilities school.
- The school supports local and worldwide charities and participate in locally community events for schools (i.e. Our World).
- We are a GTP Host School; Partnership school with St. Mary's Twickenham and work with the local EBP office.
- Our 'Creative Learning Network' with four other schools and our local RE cluster Inset with Margaret Cooling has led to creative and interactive learning in RE lessons.
- Through the children's participation in parish's Masses, Friday lunches with the elderly of the parish and visiting the parishioners at harvest time with a food hamper, visiting local old people's homes - the children have an active role.
- The school ethos provides an atmosphere and culture where pupils show great respect for one another, adults and the environment and this helps them in their personal achievements and their development into making a positive contribution.

### Areas identified for development by the school (include timescale for action)

- To establish Fair Trade status for the school - July 2009
- To organise ' Young Enterprise' scheme to be reintroduced – Autumn 2008
- To raise teachers awareness of sustainability & globalisation by becoming a Rights & Respecting School (Benchmark 1) – Autumn 2007

## VALIDATORS' JUDGEMENT

<b>SECTION A3: The wider community</b>	Outstanding	Good	Satisfactory	Inadequate
		✓		

### Key strengths

*St. Joseph's is a school that looks outward, ensuring its pupils are aware of their place and rôle in the local, diocesan, national and international family.*

Validators agree with the school's self-evaluation and commend the school for the following:

- The school gains great benefit from the clergy most closely linked to the school. They help provide strong Christian leadership to all in the school, are regular visitors, are well-known in the school and are a visible sign of the partnership between the school and the local parish.
- The supportive links between school and parish, for example, regular presence of the school at Sunday Mass and the recent involvement of Year 6 pupils joining the parish lunch club.
- The school is very much a diocesan school, being an active member of the local Catholic cluster, releasing staff to support other diocesan schools and sharing support material produced in school across the Diocese.
- The children's involvement in local and wider community charitable works.

### Areas identified for development

There are no areas for development, other than those already identified by the school itself. Thought might be given to bringing forward the plan to establish Fair Trade status as this a current diocesan priority.

# CURRICULUM RELIGIOUS EDUCATION

## WHAT THE SCHOOL SAYS

SECTION B1: Leadership and co-ordination of religious education	Outstanding	Good	Satisfactory	Inadequate
		✓		

### Key strengths identified by the school

- The role of RE is to underpin the ethos and direction of the whole school. Governors support and monitor the provision. The RE manager works closely with the acting head teacher. The RE Advisor, RE governor and LA Advisor observed RE teaching across the school and where appropriate participated in feedback.
- The RE Manager, acting head teacher and leadership team consistently demonstrate Christian leadership through high expectations of learning and behaviour together with a true spirit of support, encouragement and reconciliation. Their encouragement in providing RE inset for staff has resulted in greater confidence, theological knowledge, new strategies, ideas and processes that are becoming embedded in the RE curriculum for all staff members.
- RE has the highest profile of any subject. 10% of time is dedicated to RE. Parents are informed of RE topics and themes both through termly class newsletters and Headteacher newsletters.
- Close monitoring of RE by RE Manager - classroom observation, book scrutiny, display audit.
- Attendance at Diocesan INSET and cluster meetings. Regular liaison with Diocesan advisor on teaching and learning strategies and planning has supported the teaching of RE.
- With guidance from RE Manager, the teachers are using the Diocesan unit planners based on 'God Matters'. Termly INSET and staff updates on RE take place throughout the year. RE Manager holds 'Before you Begin' INSET before each unit of work.

### Areas identified for development by the school *(include timescale for action)*

- Review Induction arrangements of New Staff i.e. invite staff to Diocesan theology course – July 2008
- Continue to enrich RE teaching and raise standards by using creative, cross curricular and innovative approaches to enhance the learning and teaching in RE – Review Summer 2008
- Continue to develop the monitoring role of the RE manager – Review Summer 2008
- Work with the diocese on developing assessment for 'God Matters' – Review Summer 2008.

## VALIDATORS' JUDGEMENT

SECTION B1: Leadership and co-ordination of religious education	Outstanding	Good	Satisfactory	Inadequate
		✓		

### Key strengths

*The leadership and co-ordination of religious education at St Joseph's are good. The subject is seen as being one with high status by all in the school community.*

Validators commend the school for the following:

- The very good rôle model given by the RE leader. She shows a strong commitment to developing the subject and supporting her colleagues.
- The thorough and effective monitoring and evaluation of the subject.
- The importance given to all aspects of RE by the leadership team and by the governing body.
- The quality of the communication offered to parents.
- The school's commitment to providing high quality staff training in religious education.

### Areas identified for development

There are no areas for development other than those already identified by the school itself.

## WHAT THE SCHOOL SAYS

<b>SECTION B2: Attainment and progress in religious education</b>	Outstanding	Good	Satisfactory	Inadequate
		✓		

### Key strengths identified by the school

*Children say, 'learning is exciting here (Ofsted 5th July 2007)*

- Pupils' attainment and good progress is in line with other subjects. There is dedicated curriculum time (10%) for RE in line with the RE policy and planning reflects many areas of cross curricular links.
- In lesson observations progress in RE is very good. Children participate and behave well. They respond eagerly to the opportunities to develop their understanding and contribute thoughts and ideas which enable their understanding and faith to grow. Clear learning objectives are set, against which achievement is measured. The school policy on marking is followed. Any issues arising from scrutiny of work are discussed in Staff Meeting or with teacher. The recent focus has been on creative, cross curricular links. All pupils work to the best of their ability.
- Attainment in RE reported to parents termly in line with other subjects at Parent's Evening and in written form during the Summer Term.
- RE work is differentiated and learning support assistants are deployed effectively to support learning.
- Teachers expectations in RE are in line with all other subjects. The work in the RE books shows good progress across the school. They show the children take pride in their work.
- Progression through year group is very good due to the use of the diocesan scheme and a more creative, cross curricular approach to learning and teaching.

### Areas identified for development by the school (include timescale for action)

- To develop a whole school approach towards assessment in RE. Formal assessment to take place at the end of each unit using the CES level descriptors. Results to be correlated on excel sheet and to be used to help formulate the end of year report. – July 2008
- To participate in the diocesan trialling of assessment. – Autumn 2007
- Floor Books (KS1)

## VALIDATORS' JUDGEMENT

<b>SECTION B2: Attainment and progress in religious education</b>	Outstanding	Good	Satisfactory	Inadequate
		✓		

### Key strengths

*Standards in religious education are good. Pupils demonstrated a good knowledge of Scripture.*

Validators agree with the school's self-evaluation and commend the school for the following:

- The very good attitudes to learning. Pupils are well motivated and able to work individually and collectively without distraction.
- The work in the pupils' books shows children are given a variety of learning activities to enable them to demonstrate what they know and understand; however, these are not generally differentiated to ensure the most able are challenged and the least able adequately supported.
- In lessons observed during the validation, the children were able to talk confidently about work they had previously covered and use Scripture to explain choices.
- The positive behaviour and attentiveness of pupils.
- Learning support assistants are deployed effectively to support learning in the school.

### Areas identified for development

In order to move standards in RE from good to outstanding, teachers need to ensure all pupils are challenged and supported through the more regular provision of differentiated tasks and activities.

## WHAT THE SCHOOL SAYS

<b>SECTION B3: Quality of teaching</b>	Outstanding	Good	Satisfactory	Inadequate
		✓		

### Key strengths identified by the school

*Teaching is consistently good with outstanding features. Teachers are adept at making learning fun and investigative and at helping pupils lead their own learning. All teachers have high expectations of what pupils can achieve. (Ofsted July 2007)*

- Pupils have a good understanding of religious concepts and how RE can help them in their daily lives. In lessons observed, pupils were able to respond confidently in class and discuss the theology at their level. They use the appropriate religious vocabulary.
- Monitoring of planning, teaching demonstrates that teaching of RE is consistently good with some outstanding. This is due to subject knowledge, creativity, enthusiasm and positive attitude of teachers.
- PowerPoint resources to support the scheme are used and adapted.
- Lessons have clear learning objectives and make effective use of a range of teaching strategies and resources.
- Children are encouraged to evaluate their learning through Assessment for learning: WINK, Post-its, Learning Journey, peer and self assessment.
- An emphasis on partner/group/class discussion and questioning is used by teachers to increase knowledge and to bridge gaps in knowledge and understanding stemming from limited experiences outside school. There are children in school who are Catholics from a range of cultural backgrounds. Opportunities are planned to incorporate the experiences of all children in their learning. An RE week encouraged greater understanding and respect for all faiths.

### Areas identified for development by the school (include timescale for action)

- KS1 to have class RE Floor book to record work completed – Reviewed and shared at end of each term (07- 08)
- A weekly ‘thought for the week’ set by Headteacher in assembly to encourage children to continue independent religious thinking /research – Weekly from Autumn 2007
- To place RE as the first subject on the written report indicating the importance of the subject - Summer 2008
- Each class to invite Fr. Tony / Deacon Tony to support RE curriculum over the academic year – summer 2008

## VALIDATORS’ JUDGEMENT

<b>SECTION B3: Quality of teaching</b>	Outstanding	Good	Satisfactory	Inadequate
		✓		

### Key strengths

*The quality of teaching of religious education is of a good standard. On the day of the validation, some elements of outstanding teaching were observed.*

Validators agree with the school’s self-evaluation and commend the school for the following:

- The professionalism and commitment of the teaching staff to provide a RE curriculum that is challenging and of a high quality.
- During the validation, three lessons were observed. Particular strengths included:
  - use of *Assessment for Learning*;
  - linking teaching with the wider school environment, e.g. visiting *Sean’s Garden* to taste fruit in the *sukkah* created previously;
  - imaginative activities to support and engage the children;
  - use of slide show to recall previous learning;
  - creation of an individual cross in the foundation stage to help them learn the *Sign of the Cross*.
- The work of the learning support assistants in helping all pupils access the curriculum.
- High quality RE displays throughout the school contribute to the quality of learning.

### Areas identified for development

There are no areas for development other than those already identified by the school itself.

## SPIRITUAL AND MORAL DEVELOPMENT

### WHAT THE SCHOOL SAYS

<b>SECTION C1: Spiritual development</b>	Outstanding	Good	Satisfactory	Inadequate
		✓		

#### **Key strengths identified by the school**

*Pupils' excellent spiritual, moral, social and cultural development is very well promoted through special events, discussions in class and assemblies. (Ofsted 2007)*

- Prayer and worship are integral to the life on the school and each class room has a quality prayer table and display. Children respond reflectively, respectfully and with sincerity to the wide variety of opportunities for worship offered in the school. A spiritual and calm atmosphere is created during acts of worship (silence, music, artefacts)) which enables the children to reflect on how God's is talking to them. An act of Worship, where appropriate, is included in RE lessons. Children are invited and participate in 'spontaneous prayer' in both class and whole school worship.
- Parishioners, parents, staff and pupils have opportunities to share a variety of school liturgies both at school and church.
- Prayer Booklets for each year group are handed out to each child at the start of the Autumn Term.
- Reconciliation is lived out in the support given by both children and adults to enable those who struggle with emotions or behaviour to change and develop. Penitential services in Lent and Advent highlight these liturgical seasons as a time of personal renewal and growth.
- Opportunities for reflection on the presence and omnipotence of God around us are provided for throughout the curriculum and highlighted through school displays. The Entrance Display is based on 'God Matters' diocesan scheme.

#### **Areas identified for development by the school (include timescale for action)**

- All classes to have a school retreat in each academic year – Summer 2008
- The House Captains to hold house worship each month – Autumn 2008
- To hold weekly staff reflections during Advent & Lent – Summer 2008
- Monitor the opportunities for spiritual development that are taken up across the curriculum.
- Teaching & Learning policy to explicitly state how the curriculum ensures the spiritual development of pupils.

### VALIDATORS' JUDGEMENT

<b>SECTION C1: Spiritual development</b>	Outstanding	Good	Satisfactory	Inadequate
		✓		

#### **Key strengths**

*St Joseph's offers pupils, staff and parents a range of rich opportunities to help them deepen their personal relationship with God.*

Validators judge the spiritual development in the school to be good and commend the school for the following:

- The range and quality of the worship in the school and the work of the leadership team in ensuring they continue to improve.
- The support given by the local clergy in the participation of worship by the school.
- The worship observed on the day of the validation was of a good standard. The house assemblies were led very well by the house captains, who had given careful thought to how to get across the message of saying "thank you". Worship also formed part of each RE lesson observed; these too were of a good standard.
- Pupils are supported in their spiritual development through planned opportunities for prayer and reflection during regular acts of worship.
- The school provides a range of opportunities and experiences to promote the children's spiritual development, including opportunities for awe and wonder, for example, the use of *Sean's Garden* and guided meditations.

#### **Areas identified for development**

Review the practice to incorporate acts of worship within RE lessons, as this can reduce the curriculum time available for the teaching of RE and prevent the children from seeing worship as part of the wider curriculum and life of the school.

## WHAT THE SCHOOL SAYS

<b>SECTION C2: Moral development</b>	Outstanding	Good	Satisfactory	Inadequate
	✓			

### **Key strengths identified by the school**

*The school's ethos, based upon its values as a Christian school, is lived out day to day by the pupils. There are high standards of behaviour, which are closely monitored and modelled by the staff. (Ofsted 2007)*

- There is a shared Code of Conduct in the school which is based on the Golden Rules. Children demonstrate a growing understanding that our codes to live by are based on the gospel values.
- There is a whole school Positive Relationship Policy, Anti-Bullying Policy which parents, governors, children and staff were consulted. These policies include agreed awards and sanctions.
- Behaviour in the school is outstanding as are relations between the members of the school community. Adults in the school provide positive role models.
- Achievements in relation to behaviour and emotional development are celebrated regularly.
- There is an outstanding programme of personal education and guidance. The school is using SEAL to deliver PSICHE lessons and where possible is closely linked to the RE topic. There is a policy for Personal Relationships and Governors and parents are consulted annually on the teaching of personal relationships and sexual issues. Through our close working relationship with the school nurse, the school is fulfilling our PSHCE curriculum on sex and relationship education. All sessions adhere to the Catholic teachings and are planned and reviewed with members of the Leadership Group.

### **Areas identified for development by the school (include timescale for action)**

- Become a Rights Respecting School – Autumn 2007
- To embed the Golden Rules as the School's Code of Conduct – Autumn 2007
- To develop the skills of debate with the older children to enable them to recognise alternative moral standpoints with regard to contemporary issues e.g. Fair-trade. What does this mean for a Christian? - Summer 2008
- Achievement Book updated weekly – Autumn 2007

## VALIDATORS' JUDGEMENT

<b>SECTION C2: Moral development</b>	Outstanding	Good	Satisfactory	Inadequate
	✓			

### **Key strengths**

*The school council states: 'St Joseph's is a very special school because everyone is friendly and kind to each other, we pray a lot and we have very good teachers.'*

Validators agree with the school's self-evaluation and commend the school for the following:

- The environment of respect for each individual, shown through relationships.
- The systems and structures for rewards and sanctions.
- The tangible sense of community, which is evident in the atmosphere of calm, work and play.
- The pastoral care offered to pupils by all staff.
- The clarity of Christian values, which guide and inform behaviour and policies. These were reinforced through a recent 'Values Day' held in the school.
- The involvement of pupils in support and care for those less fortunate than themselves through giving to charities.
- The various ways pupils are encouraged to take leadership and involvement in school issues.
- The opportunities provided for reconciliation, as part of the school's daily approach to resolving conflict.
- During the validation, behaviour in all areas observed was very good.
- The very good rôle model shown by the peer mediators.

### **Areas identified for development**

There are no areas for development other than those already identified by the school itself.

## **SOURCES OF EVIDENCE FOR THE VALIDATION**

As part of the validation process:

- Two validators spent a morning in school, meeting with the acting headteacher, discussing the school's self-review report, touring the school and gathering evidence;
- Two validators carried out the validation in the course of a school day;
- During the actual validation day, interviews and discussions were held with:
  - The headteacher,
  - The chair and vice-chair of governors,
  - The RE manager,
  - The parish priest and parish deacon,
  - The school council;
- Three religious education lessons were observed;
- Two acts of collective worship were observed.
- A sample of pupils' work was scrutinised;
- Religious education resources were looked at;
- Prior to and during the validation, documentation was analysed and evidence files examined;
- An analysis was made of the responses to the parental questionnaire;
- Feedback was given to the acting headteacher, RE manager and chair of governors at the end of the validation visit.

## **CONCLUSION**

The validators would like to thank the acting headteacher, RE manager, staff, governors, parish priest, parents and pupils of St Joseph's school for their excellent preparatory work for the validation. They would also like to express their appreciation for the warmth of welcome they received and the support given during the validation process.

**PARENTS' QUESTIONNAIRE (RELIGIOUS EDUCATION)**

		Strongly agree	Moderately agree	Neutral	Moderately disagree	Strongly disagree	No response
1	I am made to feel welcome by the school.	89%	8%	2%	0%	0%	1%
2	My son/daughter is happy at the school.	93%	7%	0%	0%	0%	0%
3	I feel the school communicates well with parents.	79%	18%	1%	2%	0%	0%
4	I am satisfied with the RE work pupils are expected to do at home.	66%	19%	10%	2%	0%	3%
5	The school keeps me informed about my son/daughter's progress in religious education.	54%	28%	12%	2%	1%	3%
6	I am satisfied with my son/daughter's standard of work in religious education.	71%	11%	12%	3%	0%	3%
7	The school welcomes parents to share in the religious and worshipping life of the school.	84%	8%	4%	1%	1%	2%
8	Links with home, school and parish are well developed.	63%	21%	12%	3%	0%	1%
9	The school keeps parents well informed regarding sex and relationships education.	32%	16%	37%	5%	1%	9%
10	The school provides good opportunities for pupils' spiritual and moral development.	78%	17%	4%	0%	1%	1%
11	I regard the school as a supportive, caring, Catholic community.	88%	10%	1%	0%	1%	0%

A total of 103 questionnaires were received from parents.