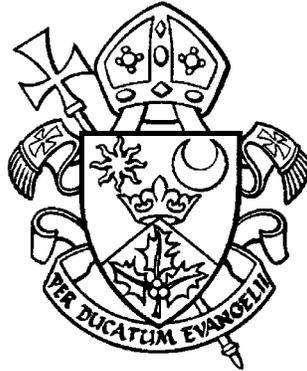


## THE VALIDATION REPORT



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. For Catholic maintained schools, the report also fulfils the requirements of Section 48 of the Education Act 2005.

<b>NAME OF SCHOOL</b>	St Thomas of Canterbury Catholic Primary School
<b>ADDRESS</b>	High Street Carisbrooke Isle of Wight PO30 1NR
<b>URN</b>	118199
<b>CHAIR OF GOVERNORS</b>	Mrs Christine Behan
<b>HEADTEACHER</b>	Mrs Jo Anderson
<b>NAMES OF VALIDATORS</b>	Mr John Regan Mrs Jo Riglar
<b>DATE OF THE VALIDATION VISIT</b>	13 March 2009

## Information about the school

Number of pupils on roll	82
Number of boys	41
Number of girls	41
Number of statemented pupils	0
Percentage of Catholic pupils	47%
Number of teaching staff	6
Number of support staff	6
Percentage of Catholic staff	50%

St Thomas of Canterbury is a small primary school serving the parish of St Thomas of Canterbury, Newport. It is situated directly off the High Street of the village of Carisbrooke and the parish church is around ten minutes walk away. The school, which includes children from the reception year to year 4, is federated with St Mary's Catholic Primary School in Ryde. The school serves families from a range of socio-economic backgrounds, with an increasing number of children coming from ethnic backgrounds other than white British. The site is attractive and well maintained. The school has benefited from significant internal refurbishment and is bright, welcoming and inclusive. Learning spaces are well organised and well displayed, with learning resources well deployed.

## The school's effectiveness in providing Catholic education

St Thomas of Canterbury is a good Catholic school and provides a good Catholic education for its pupils. Parents value the work of the school and are very supportive. St Thomas of Canterbury is a very welcoming and inclusive school and Catholic leadership and management are good.

Religious education (RE) teaching is good. The children enjoy their RE work and engage well with their learning. The RE manager has a sound understanding of teaching and learning within the school and has a clear vision of how school can improve further.

Acts of worship are very good and prayer is interwoven into school life. The children know Jesus as saviour and friend and are enabled to grow closer to Him. The parish priest is a regular and welcome visitor to the school.

### a) Key strengths of the school

- St Thomas of Canterbury School is a very happy, secure and welcoming school where all aspects of the school's life are underpinned by its proudly Catholic ethos.
- The religious education manager is energetic, committed and effective. She offers senior management and governors a clear vision of how to improve the consistency in teaching across the school.
- All adult members of the school community, led by the headteacher and the school leader, are encouraged to share their talents and to play a full part in the life of the school. As a result, there is a genuine and highly beneficial team spirit, which plays a key part in the success of the school.
- Spiritual and moral aspects of school life are very good.
- Governors and senior management work effectively together. Governors are well-informed about the Catholic life of the school and play a significant role in its improvement.
- The parish priest, although not a governor, works well with the school and provides frequent opportunities for the school community to enjoy Mass, either in school itself or in the parish church.
- Links with the local and parish communities are strong. The school also offers the children opportunities to play a wider role through charity links and fundraising. There is a good relationship with their federated partners, St Mary's Catholic School and with Christ the King College.
- Parents are extremely appreciative of the school's work and support it well.
- The school environment is attractive, bright and very well maintained, thanks in great part to a supportive and skilled site manager.

### b) Key areas for development

- To ensure that elements of outstanding teaching are shared across the school, so as to promote complete consistency of practice. This will be supported by increased differentiation in lesson planning.
- To develop a mission statement, which is more relevant to the pupils.
- To consider the creation of a separate RE development plan linked to funding and staff development.
- To press ahead with the enhancement of multicultural aspects of curriculum RE.

c) Progress since the last validation

The school was last validated in November 2006. Since that time, progress in the areas for development has been good.

- Targets in the school's diocesan self review are now specific and attainable. This process is now undertaken very carefully with wide consultation and results in a clear and realistic understanding of where the school is and what it needs to do to improve further.
- The Catholic life of the school forms a key strand in the school development plan. Work is in hand to formulate a separate RE development plan.
- More rigorous and detailed planning is in place to enable all pupils to progress. This work could be further developed to include greater opportunities for differentiation.

d) Summary of parents' views of the school

As part of the school's preparation for validation, parents were invited to complete and return a questionnaire. The school received 38 responses from the 70 questionnaires sent home. Overall, the parents are very appreciative of the work done by the school and value it as a Catholic community. In all of the responses, only one parent placed a tick in one of the 'Moderately Disagree' or 'Strongly Disagree' boxes. All of the parents responding agreed that the school is welcoming and that their children are happy and a high percentage agreed that the school includes parents in the religious and worshipping life of the school. Almost all of those responding feel that the school communicates well with parents. Most felt that the school is a supportive, caring Catholic community. They were happy with the school's spiritual and moral work and most were able to agree that links between school and home are well developed.

There was a less enthusiastic and positive response to those parts of the questionnaire that dealt with religious education work. Half of parents who responded strongly agreed that they were satisfied with their child's standard of work in RE, with a minority feeling neutral on the question. Most were satisfied to some extent with RE homework and agreed that the school keeps them well informed about their child's progress in RE.

## 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

- Our school is repeatedly recognised by ourselves and others as a welcoming, happy and caring community with a strong sense of team work
- Mission statement, is shared and reviewed by all staff and children and encompasses all we do.
- Good quality displays throughout the school give a sense of whole school community.
- We have a clear process for introducing our new Reception children and parents to the school's ethos and spiritual life. We have similar, less formal structures to welcome children into classes across the school.
- Staff induction: the policy is updated biennially and given to new employees.
- Weekly Stars of the Week and quality work is shared in a weekly celebration assembly and in the newsletter
- Parents' meetings or written reports and a Diocesan Bulletin detailing the RE Curriculum are available each term.
- Governors are regular visitors to the school and take an active part in the life of the school.
- Parents regard the school as a welcoming, supportive and caring Catholic community where children are happy.
- An active school council
- Parents, pre schools and the local community are invited into school for a variety of events.
- A variety of after school opportunities are available through our own clubs and extended schools provision

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

Increase the involvement of the local community in the life of the school through invitations to school events.  
 Develop a child appropriate mission statement  
 Review the induction procedures for new students to reflect the different pre-schools and schools children join us from...

### VALIDATORS' JUDGEMENT

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

#### Key strengths

**St Thomas of Canterbury is a happy school with a secure understanding of its distinctive Catholic mission and identity.**

- Parents are very supportive of the school and value it as a truly Catholic environment.
- There is a genuine ethos of welcome and inclusivity. This is well-evidenced by the bright and warm entrance area, the high quality of home school communication and the steps which are taken to welcome and include children from all home backgrounds.
- All members of the school community are proud of the school and take good care of it.
- All members of the school community understand the mission and Catholic identity of the school and being supported very well by school management, play their part in living it out each day.
- Staff are encouraged and enabled to develop and use their individual talents for the wider benefit of the school. There is a real team spirit amongst all staff and this is reflected in the positive attitudes of the pupil.
- The site manager plays a key role in making this such an attractive, cared-for environment.
- Displays throughout the school are good and reflect the Catholic ethos and learning taking place.

#### Areas identified for development

None apart from those already identified by the school. Validators particularly commend the school's intention to review its mission statement and to make it more meaningful to its younger pupils.

## WHAT THE SCHOOL SAYS

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

### Key strengths identified by the school

- School Leader, RE Manager and Headteacher are all practising Catholics.
- Other staff very sympathetic to Catholic ethos.
- Vision statement, including a child appropriate version is shared and reviewed by all staff and children annually.
- Shared vision among staff and children
- Involvement in the life of the diocese through training days, new Headteacher and NQT induction etc.
- Witness to the importance of Catholic education by close cluster networking and assisting in the planning of the Catholic Conference and the development of 'God Matters' support material.
- Governors involved in the life of the school.
- Enthusiastic RE Manager who is forging very good links with the Parish Priest especially with regard to planning Masses and liturgies.

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

Widen and encourage staff development for all through shared practice across the Catholic cluster and 'Spotlight' training.  
School Council to be empowered to make decisions.

## VALIDATORS' JUDGEMENT

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

### Key strengths

**The headteacher, school leader and RE manager of St Thomas of Canterbury School work effectively together to promote and extend the Catholic nature of the school.**

- The new RE manager demonstrates great commitment to her role and her influence is to be seen throughout the school in staff training, planning and strategic development, as well as in classroom teaching.
- School staff, led by the RE manager and other senior managers, work in clusters and groupings at many levels to learn and to develop their skills.
- Governors are well informed about the life of the school and play a key role in supporting improvement. The RE governor is a regular visitor to the school and takes her role seriously.
- The parish priest, although not a governor, is a valued and welcomed member of the school community and is very supportive. He leads whole school Masses throughout the year, often in the parish church.
- The headteacher has developed robust systems to ensure that the Catholic nature of the school is sustained and promoted, when she is working at the federated sister school. The school leader is highly committed and effective.
- The RE self-review has been carried out in a most thorough, careful and rigorous manner, enabling the school to identify areas for improvement accurately.

### Areas identified for development

None apart from those already identified by the school.

## WHAT THE SCHOOL SAYS

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

### Key strengths identified by the school

- School works closely with Diocese and ensures staff are up to date with new initiatives through training and feedback.
- Partnership between Catholic schools is strong, sharing workload of tasks, eg preparing display materials for 'God Matters'. Cluster meets regularly for training and planning.
- Federation between St. Thomas of Canterbury and St. Mary's, now with an established Senior Leadership Team, is strengthened and schools are working on sharing expertise and talents of staff and children.
- Links with the parish have improved and Mass is celebrated regularly in church and at school.
- The school is involved in wider community charitable works throughout the year.
- The school participates in local community events
- The school is part of a strong and supportive Catholic cluster of schools that meet and work together regularly.
- The school continues to support the Primary Catholic Partnership for School Centred Initial Teacher Training.
- The school actively participates in diocesan events and works hard to support diocesan initiatives.
- The school has well developed links with the local Catholic/Church of England middle school.
- Members of the local community are welcomed as helpers into the school community.

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

To raise the profile of the First Holy Communion programme.  
 Further develop multicultural, national and international links for the school.  
 Develop community cohesion through links already established with the parish and local community.  
 Develop a school website

## VALIDATORS' JUDGEMENT

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

### Key strengths

**St Thomas of Canterbury School takes its responsibilities to the wider community seriously and is effective in meeting them.**

- The RE manager leads and facilitates productive interactions outside school, beginning with federation links, but also encompassing strong ties with local Catholic schools, in particular Christ the King College and with the Diocese.
- There is a flourishing relationship between school and the parish.
- The school has recently received the International Schools Foundation Award, reflecting its commitment to an international dimension across the curriculum.
- The school engages in many activities within its geographical location, including visits to the adjacent Anglican church. This includes sporting events, music festivals, joint activities with Christ the King College and events within the Newport area.
- Charity fundraising is a significant feature of school life.
- The school regularly welcomes trainees from the Primary Catholic Partnership (SCITT).
- The school is fully aware of its community cohesion responsibilities and discharges these well. The school is a focus for a wide range of community activities, including the parish First Holy Communion programme.

### Areas identified for development

None apart from those already identified by the school. Validators particularly commend the ongoing enhancement of the school's multicultural curriculum element.

# CURRICULUM RELIGIOUS EDUCATION

## WHAT THE SCHOOL SAYS

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

### Key strengths identified by the school

- RE is at the heart of the school and along with the Mission statement, influences all aspects of school. The teaching, non-teaching staff and children greatly contribute to its delivery.
- The Headteacher, School Leader and RE Leader are all practising Catholics
- The whole school assembly each Monday reflects the readings from Mass the previous Sunday.
- Governors come in to school to join in with assemblies, work within classes, and join the school for Masses.
- RE Coordinator feeds back from RE Managers' meetings on management issues and creative practice.
- Catholic Cluster training days focus on areas for development and the development of support material for the planning and delivery of 'God Matters'.
- School links with Parish Priest to support the RE scheme and develop a programme of worship which embraces the parish and school communities in a creative shared celebration of praise.
- A Governor with specific responsibility for RE is actively involved in school life, the delivery of RE and co-ordination of the subject.
- Links with the school and Christ the King College have developed through shared celebrations and workshops.
- The new subject leader works closely with the staff, governors and priest to ensure high quality RE provision.

### Areas identified for development *(include timescale for action)*

Inclusion of RE as a particular focus in School Development Plan.  
 Improve RE Inset and day-to-day support including greater involvement by the RE manager.  
 RE Manager to gain support from RE Governor, cluster and Diocese.

## VALIDATORS' JUDGEMENT

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

### Key strengths

**At St Thomas of Canterbury School, leadership in religious education is energetic and effective.**

- RE has primacy within the curriculum and underpins all aspects of school life.
- The RE manager is a focus for teaching and learning in religious education. She exemplifies a rigorous and thorough approach to planning, assessment and classroom practice and enables her colleagues to enhance their own skills and understanding.
- Areas for development have been accurately identified.
- Other senior managers, in particular the school leader, work well together with the RE manager and all staff to promote high standards.
- The 'God Matters' programme has been carefully introduced and its use is well supported by the RE manager.
- Governors have a good understanding of RE within the school and play a key role in monitoring standards.

### Areas identified for development

None apart from those already identified by the school. Validators particularly commend the intention of the school to give higher status to RE within the school development plan or possibly to formulate a separate RE development plan.

## 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 have good attitudes towards RE and demonstrate the key skills nurtured. They are reflective, enthusiastic, are confident when sharing their understanding and take a pride in their work.
- There is clear, effective planning and delivery of the RE curriculum, 'God Matters'.
- All staff are embracing the structure of Engage, Explore, Express and linking thinking skills and creativity to provide greater opportunities for children including those with Special Needs and the Gifted and Talented.
- RE displays, art and artefacts positively impact on the delivery of the curriculum and the school ethos.
- Resources, displays and prayer focus areas reflect the opportunities that children have to 'Engage, Explore and Express' their understanding.
- The quality of RE teaching and learning is at least satisfactory for all abilities and ages and is very often good.
- RE levels of assessment allow children and teachers to assess progress and have been used by the diocese.
- Pupils understand that their literacy, pastoral and curricular targets also apply to RE.
- The school makes good use of cultural links and creative planning to enhance the curriculum.
- Learning support assistants are deployed effectively to support teaching and learning.
- There are good attitudes to learning and pupils are well motivated to learn.

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

Need to adopt a uniform method of Assessment across the Federation which monitors skills, knowledge and understanding and embeds the God Matters scheme.

## VALIDATORS' JUDGEMENT

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

### Key strengths

**At St Thomas of Canterbury School, attainment and progress are good overall.**

- Good attainment and progress were seen in lessons observed, as well as in the children's books.
- Written work clearly demonstrates that the children enjoy RE and take pride in their work. The children's RE books are bright, colourful and show that the children are able to reflect on their RE teaching.
- Positive and supportive relationships lead to strong engagement by most children.
- Learning support assistants are generally well deployed, so as to enable learners to do better. In most classrooms, the learning support assistants are key members of the teaching and learning team.
- Assessment tools are focussed, related to the teaching task and are well used to identify next steps.
- 'God Matters' is embedded into the RE curriculum. Staff are enthusiastic about its value.
- RE displays and resources are well used to add extra value to what is being taught.

### Areas identified for development

None apart from those already identified by the school.

## WHAT THE SCHOOL SAYS

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

### Key strengths identified by the school

- The quality of teaching across the school is generally good.
  - Teachers use questioning skills to extract deeper meaning for all pupils.
  - Teachers and support staff in each year group work as effective teams.
  - Learning intentions are developed to maximise creativity, cross curricular links and differentiation.
  - Pupils respond positively to a range of teaching techniques, showing confidence and enthusiasm in gaining new, independent learning skills.
  - Staff have access to a range of training and development opportunities.
  - Monitoring has been carried out regularly by the Headteacher, School Leader, S.I.P, and RE subject leader.
  - There is effective application of ICT in the context of RE lessons which enhances learning.
  - Planning partnerships are positive within school, the Federation and across the Catholic cluster.
  - The subject leader provides support for staff in the use of the 'God Matters' scheme.
  - There are effective links to the schools behaviour policy and PSHE curriculum.
- The subject leader provides support for staff that are not Catholic.

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

Detailed unit plans which show differentiated approaches and progression.  
 More opportunities in planning and subsequent teaching for the 'express' area of God Matters.  
 To review monitoring in the light of staffing changes.  
 To support staff new to the teaching of RE.

## VALIDATORS' JUDGEMENT

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

### Key strengths

**The quality of teaching at St Thomas of Canterbury School is good overall. Many aspects of outstanding teaching were observed by validators.**

- Good relationships throughout promote generally good learning. There is good rapport between teachers and learners.
- Teachers have a clear understanding of the RE curriculum and use the 'God Matters' scheme well.
- Children respond well and collaborate enthusiastically. This ensures that children are generally fully engaged with the task.
- Teachers generally offer very positive and supportive feedback, which encourages identification of the next learning steps.
- Some elements of lessons promoted a sense of spiritual development through atmosphere, provocative questioning and highly motivational feedback.
- There was a good use of Scripture throughout, as a basis for increasing knowledge, developing understanding and fostering a sense of reverence.

### Areas identified for development

In addition to those areas for development already identified by the school, validators would add the following:

- outstanding elements of teaching need to be shared across the school and used to inform development and practice.

## SPIRITUAL AND MORAL DEVELOPMENT

### WHAT THE SCHOOL SAYS

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

#### Key strengths identified by the school

- Collective worship provision allows children to thoughtfully develop skills of reflection and contemplation.
- Children are encouraged to be involved in some aspects of planning and organisation of Collective Worship.
- In lessons throughout the school, pupils are encouraged to explore values and beliefs and the way they impact upon their lives and the lives of others including those of other faiths.
- Role play and other creative approaches are used to explore spirituality, emotions and belief.
- Staff speak with affirmation and respect, encouraging questioning. Children respect each others' ideas.
- Children are encouraged to see the beauty of their own environment and that of other places in the world.
- Daily acts of worship are insightful and support children's spiritual development.
- The staff and priest work closely together providing support for pupils' spiritual development through liturgical celebrations.
- Parents have opportunities to share in the prayer and spiritual life of the school through invitations to celebrations of worship and prayer groups.
- Parents believe the school provides good opportunities for the children's spiritual development.
- The school is successful in making prayer a natural part of the life of the school community

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

Develop the spiritual life of parents through attendance at Mass at school and prayer groups.  
 Children to explore a wide range of other cultures and celebrate differences between themselves and others.  
 To access training for staff to support them in planning and delivering Collective Worship

### VALIDATORS' JUDGEMENT

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

#### Key strengths

**Throughout the school day, children at St Thomas of Canterbury are encouraged and enabled to draw closer to God.**

- The range and quality of worship are very good. Assemblies, Masses and other acts of worship are well thought-out, varied and well matched to the needs of the pupils.
- The children take ownership of their own spiritual journeys and see Jesus Christ as friend, teacher and guide.
- They are also encouraged to look outwards and to understand their role in the mission of the school and of the Church.
- The children understand the importance of worship and engage well with it. This is particularly evident when they attend school Masses, where the quality of their reflection and response is very good.
- The whole staff, well-supported by the parish priest, works together to establish a school community, where prayer is interwoven into the school day.
- This is a community where the Spirit moves and where Catholic Christian values underpin all aspects of school life.

#### Areas identified for development

None apart from those already identified by the school.

## WHAT THE SCHOOL SAYS

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

### Key strengths identified by the school

- The school is a loving and caring community where children and staff are happy and pastoral care is good.
- School has effective policies for behaviour management, and bullying based on reconciliation and forgiveness as well as policies for racial equality, SEN and Gifted and Talented, all of which promote a moral responsibility to respect all people equally and recognise their own worth.
- Rewards and sanctions reinforce a culture of high expectations and positive encouragement within school.
- There is a dedicated emotional and behavioural support assistant who works with pupils and their families.
- Children are reminded that their behaviour and relationships should reflect gospel values and are expected to reflect on their behaviour when things go wrong.
- Public responses show that the school is perceived to provide clear guidance on moral development to the children and that the school is a loving, caring community where children are happy.
- The school council meets regularly and is an effective pupil voice for consultation and change.
- Charity appeals enable pupils to develop a sense of empathy and concern for others.
- Children have ownership of the school rules which reflect the moral and spiritual ethos of the school

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

To monitor and formally record how PSHE is used in a cross-curricular way.  
 Introduce SEAL programme to KS1 to support PSHE.  
 Continue to encourage greater involvement of parents in school.  
 Develop SRE Policy as part of Catholic cluster

## VALIDATORS' JUDGEMENT

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

### Key strengths

#### **St Thomas of Canterbury is a truly Catholic community.**

- Relationships at all levels are outstanding. Everyone in the school shows respect and care for one another.
- The children are happy, secure and confident. They understand their rights and also their responsibilities to one another. This is particularly evident in their fundraising activities and also in the part the school plays in the local community, where St Thomas of Canterbury is seen as a truly Catholic community.
- All members of the adult team, led by the headteacher and the school leader, set a very good example to the children of working well together and respecting one another's talents and skills.
- Pastoral care is very good. This is a very orderly and serene setting, in which difficulties are quickly resolved and children are encouraged to take responsibility for their learning and for their environment.
- The children all behave extremely well .
- New members of the community are welcomed and helped to settle quickly and happily. Children and adults from other faith backgrounds are helped to understand the particular nature of the Catholic school and to play a full part in it. Children with additional needs are particularly well cared for.
- Parents are truly partners with the school and greatly value the school's effectiveness in fostering moral growth.

### Areas identified for development

None apart from those identified by the school.

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

Sources of evidence included:

- The diocesan self-review
- Latest Ofsted report
- Current Ofsted self evaluation form (SEF)
- Contextual information form
- Contribution to community cohesion form
- Parental questionnaires with analysis
- A range of school policies, including RE policy, behaviour policy, induction policy and community cohesion policy
- Staff lists, rotas, planning tools and staff surveys with analyses
- Child surveys with analyses
- Outcomes of January ethos walk
- Lesson observation forms
- Worship observation forms
- Work scrutiny forms
- School newsletters
- Parents handbook
- Annual pupil reports
- Governors meeting minutes
- Governors monitoring forms
- Friends of St Thomas Association notes and minutes

The validators would like to thank the headteacher, school leader, staff, governors, parish priest, parents and pupils of St Thomas of Canterbury for their 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.