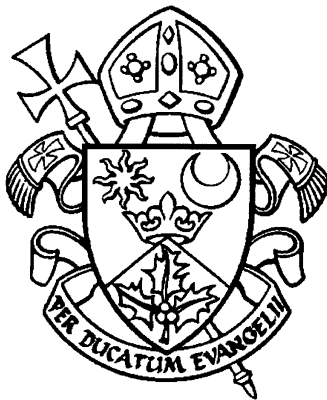


THE VALIDATION REPORT



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.

NAME OF SCHOOL	St Jude's Catholic Primary School
ADDRESS	Bishopsfield Road Fareham Hampshire PO14 1ND
URN	116376
CHAIR OF GOVERNORS	Mr Paul Docherty OBE
HEADTEACHER	Mrs Christine McGrew
NAMES OF VALIDATORS	Mr Tony Murray Miss Louise Buxton
DATE OF THE VALIDATION VISIT	2 nd July 2012 pre-validation visit 9 th July 2012 validation

Information about the school

Number of pupils on roll	192
Number of boys	88
Number of girls	104
Number of statemented pupils	1
Percentage of Catholic pupils	53%
Number of teaching staff	7
Number of support staff	10
Percentage of Catholic staff	66%

St Jude's is a Voluntary Aided Catholic Primary school serving the parish of Our Lady Star of The Sea, which includes Sacred Heart Church and St Philip Howard Church in the Fareham and Portchester Local Pastoral Area. The school is in the Catholic Diocese of Portsmouth and the Bishop is responsible for the appointment of the school's foundation governors, who ensure the Catholic nature of the school. With 192 children on roll, St Jude's is a smaller than average primary school. Half of the teaching staff are Catholic, with 80% of support and ancillary staff also being Catholic. Five members of staff have completed the Theology for Teachers, Catholic Certificate in Religious Studies (CCRS) or similar. The school has a significant number of children, whose parents serve in the armed forces. The percentage of children eligible for free school meals is 14%, being below the national average.

On entry to the school in the early years foundation stage children's skills are slightly above those expected for their age. The school has on-site nursery provision, which is privately run. Most of the children feed into the reception year at St Jude's and although children join from other pre-school settings, they make up a large majority of the reception class.

Pupils identified by the school as having special educational needs (29%) and those with a statement of special educational need (0.5%) are below the national average. Approximately 80% of pupils on roll are from a White British background. The remainder are from a mix of ethnic backgrounds. Approximately 8% of children are learning English as an additional language. This is well below the national average, as is the proportion of groups from minority ethnic backgrounds. On leaving the school at the end of year 6, the pupils transfer to a number of secondary schools. These include Oaklands Catholic Secondary School in Waterlooville.

The school's effectiveness in providing Catholic education

St Jude's is an effective primary school providing a good, distinctively Catholic education in a setting where, according to the school's stated mission, children are helped to live as good Christians. It has a clear Catholic identity. It is evident that there are very good relationships between all members of the community. The spirit of the Gospel is evident in the daily life of the school, with adults and children showing that they are proud to be a part of God's family, seeking to live their lives in the way that Jesus taught. Leadership is centred on the school's Christian vision. The school offers a welcome to all who pass through its doors. The value placed on all members of the community is demonstrated through the support, care and guidance offered.

There is mutual support between the school and the parish priest. Governors show commitment and dedication to the school and offer appropriate support and challenge.

In providing a good standard of religious education (RE) the staff and pupils have a firm understanding of the Catholic Faith and the implications of this knowledge, as they practise it in the life of the school. The leadership and co-ordination of RE are good. The validators saw evidence of imaginative, engaging and effective teaching during the validation. The pupils' work is of a good standard and progress is good. The validators commend the school for the improvements made since the last validation.

The spiritual and moral development of the pupils is of a good standard and is evident throughout the school. There are opportunities for the pupils' development in these key areas. Good quality worship is integrated into the life of the school and its positive impact can be seen in the words, attitudes and actions of its members.

The school's leadership has identified two new RE managers, who will assume responsibilities shortly. St Jude's has good capacity to improve further and is well-placed to move forward, when the new headteacher is appointed.

a) Key strengths of the school

- The Catholic leadership of the headteacher, supported by the staff and governors, in particular the RE governors.
- The notable quality of relationships, reinforcing respect, consideration and good manners.
- Attitudes, behaviour and personal development of pupils, which are good.
- The good quality of teaching and learning in RE, including the excellent support given by teaching assistants.
- The children being engaged in a range of learning activities.
- The welcome that parents feel in sharing in the religious and worshipping life of the school.
- How pupils enjoy their RE lessons.
- The support for charitable causes, which helps children to develop a sense of social and ethical awareness and responsibility.
- The pastoral guidance given to the children.
- The empathy and concern evident within the school.
- The dedicated budget for the purchase of RE resources.

b) Key areas for development

- The new substantive headteacher should liaise closely with the governors to ensure that appropriate systems are implemented to secure the vision. The school should seek to secure a mission statement, which sets the future direction of the school, by involving all members of the school community and making clear the expectations in all aspects of the life of the school.
- Induction of the new RE subject leaders is needed with the help of diocesan support, to ensure involvement in monitoring, identifying actions for improvement and evaluating impact.
- There should be implementation of a system of monitoring and evaluation of collective worship, to identify strengths and areas for development.
- The new leadership of the school and the RE managers should become more active in belonging to the diocesan Catholic cluster, including involvement in diocesan training and wider initiatives.

c) Progress since the last validation

Since the last validation in November 2009 the school has been successful in maintaining and extending the strengths identified and in tackling the key areas for development. There were two key areas to be improved and developed. These were to continue to develop dialogue and communication with parents and to ensure that a clear vision is in place for teaching and learning in RE, along with a renewed strategy of monitoring and supporting classroom practice, in order to continue to raise standards. In addition, the school was asked to develop the leadership and monitoring role of the RE manager and headteacher.

The validators confirm that these areas have been addressed in a number of ways and that the school has made good progress since the last validation. In recognising and acknowledging the hard work of all at St Jude's, the validators encourage the school to continue to build upon its achievements and successes, particularly with the opportunities and challenges accompanying the appointments of the new RE managers and new headteacher.

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, 69 completed questionnaires were received and analysed.

The vast majority of parents strongly agreed that their children were happy in school and that they themselves were made to feel welcome, including in sharing in the worshipping life of the school.

There were very few parents who disagreed with any aspects of school life, although the percentages, who were happy with the RE work completed at home and the information they received on their child's progress in RE, were significantly lower than other aspects of school life.

The majority of parents strongly agree that St Jude's is a supportive, caring Catholic community.

THE SCHOOL AS A CATHOLIC COMMUNITY

WHAT THE SCHOOL SAYS

SECTION A1: The school community	Outstanding	Good	Satisfactory	Inadequate
		√		

Key strengths identified by the school

There is effective communication between the school and parents via newsletters and the web site.
 New pupils, staff and governors are effectively inducted into the school community.
 There is a well maintained and attractive environment .
 Displays are of a high quality and celebrate children's work.
 Visitors acknowledge the warmth of the welcome they receive.
 Pupils value their school, willingly taking on responsibilities , particularly for younger children or new members of the school community.
 Strong links with the local and wider parish through staff involvement
 The Spirit of the Gospel permeates all aspects of school life.
 The mission statement is known by all members of the school and informs the schools aims and objectives.
 The school systematically collects and acts upon the views of parents and pupils.

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

Opportunities for further informal meetings with parents developed. Autumn 2012
 Development of Web to support parents in helping their child with RE Autumn 2012

VALIDATORS' JUDGEMENT

SECTION A1: The school community	Outstanding	Good	Satisfactory	Inadequate
		√		

Key strengths

St Jude's is a good example of a Catholic school community, with a defined sense of mission.

Validators agree with the school's judgement, commending in particular, the following:

- How Gospel values are lived out in the life of the school.
- The representation of various groups in the self-review process.
- The positive relationships evident in the school.
- That almost all parents confirm that they are made to feel welcome by the school.
- The vast majority of parents, who indicated that their children are happy at St Jude's.
- Effective induction procedures, which contribute to a sense of well-being and value.
- The way in which the school promotes equality and encourages tolerance, knowledge and understanding.
- How the school environment reflects the Catholic nature of the school, particularly in key areas such as the main entrance to the school.

Areas identified for development

Validators agree with the areas for development identified and encourage the school to focus the action points with identified objectives and intended outcomes.
 The new substantive headteacher should liaise closely with the governors, to ensure that appropriate systems are implemented to secure the vision. The school should seek to secure a mission statement, which sets the future direction of the school, by involving all members of the school community and making clear expectations in all aspects of the life of the school.

WHAT THE SCHOOL SAYS

SECTION A2: Leadership and management	Outstanding	Good	Satisfactory	Inadequate
		√		
Key strengths identified by the school				
<p>All members of the school community are respected and highly valued. A culture of leadership through respect, service and care. Rigorous monitoring procedures in place. Governors who challenge and support the leadership team. Effective self evaluation and development planning. The governors in the curriculum and standards committee are fully and systematically involved in evaluating the school, including areas relating to the Catholic dimension. Staff are committed to supporting the school and work purposefully to further its success. The leadership team and governing body are committed to improving outcomes still further and have identified the next steps to take.</p>				
Areas identified for development by the school <i>(include timescale for action)</i>				
<p>Governor training on relationships roles and responsibilities Autumn Term 2012 Induction of new Head teacher Spring 2013 Appointment of new RE leaders Autumn 2012</p>				

VALIDATORS' JUDGEMENT

SECTION A2: Leadership and management	Outstanding	Good	Satisfactory	Inadequate
		√		
Key strengths				
<p><i>Those in positions of leadership within the school are committed to upholding and developing the Catholic identity and to ensuring that this is evident in the ethos of the school.</i></p> <p>Validators agree with the school's judgement and commend the school for the following:</p> <ul style="list-style-type: none"> • The headteacher sets an example of service and humility, which others follow, helping to exemplify and share the school's Christian vision and purpose and furthering its success. • All members of the community are valued. • The recognition the school gives to ensuring the Catholic life of the school and RE is evident in the development and improvement planning process and in the setting of RE performance management objectives for all staff. • The vast majority of areas of the diocesan self-review is judged as good. • The appropriate levels of support and challenge from school governors. • The development of more robust monitoring procedures. 				
Areas identified for development				
<p>Validators agree with the areas for development identified by the school.</p> <p>Validators recommend, with the pending appointment of a new headteacher, that the leadership team and governing body should continue to ensure their commitment to improving outcomes still further, identifying the next key steps to take.</p>				

WHAT THE SCHOOL SAYS

SECTION A3: The wider community	Outstanding	Good	Satisfactory	Inadequate
		√		

Key strengths identified by the school

The school has a strong and mutually supportive partnership with the local Catholic Community.
 The school's actions have a positive impact on the local and wider communities.
 Support for local and international charities.
 Social, Ethnic and Cultural diversity is celebrated.
 Staff fully aware of diocesan strategy for schools.
 Close relationship with Fareham College, we support a range of courses for student placements.
 Close links with local area parish and wider parish through staff membership of committees.
 Close links with liturgy group of local parish through staff membership.
 Close links with local community through various projects and liaison.
 School supports the Catholic Primary Partnership through placements for students.
 Close liaison with Locality team, to provide support for needy families.

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

New leadership of the school to become more active in belonging to Diocesan Catholic Cluster.
 New RE managers to be fully involved with local clusters and with Diocesan Training.

VALIDATORS' JUDGEMENT

SECTION A3: The wider community	Outstanding	Good	Satisfactory	Inadequate
		√		

Key strengths

The validators recognise that the school has developed and maintained links with the wider community, notably the local parish and Fareham College.

Validators agree with the school's judgement and commend the school for the following:

- The involvement of members of the school community in the life of the parish.
- The active partnerships with other local schools.
- The use of diocesan support to lead and facilitate staff development.
- Charitable giving by the school community and the importance attached to such acts; for example the on-going support for the local 'basics bank' and the support given to fund-raising for Cabrini.

Areas identified for development

Validators agree with the areas for development identified by the school and encourage the school to develop the links further to include the wider diocesan family through active engagement with diocesan initiatives, such as the developing Catholic Teaching Alliance, as well as strengthening existing links with the Primary Catholic Partnership (PCP) School-Centred Initial Teacher Training (SCITT) organisation.

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
<p>Curriculum RE is given prominence in the school .</p> <p>Senior leaders and governors take a keen interest in RE and are aware of its strengths and areas for development.</p> <p>RE scheme firmly embedded and supported by rigorous monitoring processes.</p> <p>Programme of good quality training for all staff.</p> <p>Parents are kept informed about children's learning in RE</p> <p>New staff attend Diocesan training.</p> <p>There is a programme of high quality training for all staff.</p> <p>The increasingly effective monitoring and evaluation of the subject to support learning.</p>

Areas identified for development by the school <i>(include timescale for action)</i>
<p>Appointment of New RE managers Autumn 2012</p> <p>Appointment of new Headteacher Spring 2013</p> <p>Further training on units from God Matters</p>

VALIDATORS' JUDGEMENT

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

Key strengths
<p><i>The validators confirm the judgment of the school and recognise the strategic planning that is in place to ensure the high status of RE.</i></p> <p>The validators commend the school for the following:</p> <ul style="list-style-type: none"> How the school ensures that RE is given appropriate status within the school and value placed on it by the whole community; ten per cent of the curriculum time is devoted to the teaching of the subject. The increasingly effective monitoring and evaluation of learning and teaching . The involvement of the diocesan RE advisor in training. The action plan, linked to the school improvement plan, being focused on raising standards, with impact remaining central to each target. The support given to the subject by governors, which includes ethos walks and involvement in diocesan self-review. The school has a dedicated RE budget and has invested in RE resources to improve learning.

Areas identified for development
<p>Validators agree with the areas for development identified by the school and in addition suggest that the school should facilitate the induction of new RE subject leaders, with the help of diocesan support and involvement in monitoring, along with evaluating impact.</p>

WHAT THE SCHOOL SAYS

SECTION B2: Attainment and progress in religious education	Outstanding	Good	Satisfactory	Inadequate
		√		

Key strengths identified by the school
<p>Pupils work hard, make progress and enjoy RE lessons.</p> <p>Pupils show pride in their presentation of RE.</p> <p>Attainment in RE matches or exceeds attainment in English.</p> <p>AfL informs teachers planning.</p> <p>Relationships are good and contribute to learning.</p> <p>Most pupils are able to demonstrate their learning through a variety of strategies.</p>

Areas identified for development by the school <i>(include timescale for action)</i>
<p>Develop tracking of pupil attainment in RE Summer 2012.</p>

VALIDATORS' JUDGEMENT

SECTION B2: Attainment and progress in religious education	Outstanding	Good	Satisfactory	Inadequate
		√		

Key strengths
<p><i>Pupils achieve mostly good progress and attainment in religious education.</i></p> <p>The validators commend the school for the following:</p> <ul style="list-style-type: none"> • Work sampling showed that children are working at generally appropriate levels, with clear progression within each year group and from year to year. • How the work in the majority of pupils' books, on display and observed in lessons, shows that they are given a variety of learning activities to enable them to demonstrate what they know and understand. • How from a young age, the children have a very detailed knowledge of Scripture. This is then developed in key stage two into a deep understanding of the units studied. • Pupils are motivated and able to work individually and collectively.

Areas identified for development
<p>Validators agree with the areas for development identified by the school. In addition the school should, following monitoring, ensure that feedback and training continue, to drive improvements in attainment.</p>

WHAT THE SCHOOL SAYS

SECTION B3: Quality of teaching	Outstanding	Good	Satisfactory	Inadequate
		√		

Key strengths identified by the school
<p>Majority of teaching is consistently effective, ensuring that pupils are motivated and engaged</p> <p>Good and imaginative use of resources to enhance learning</p> <p>All pupils' needs are considered in planning</p> <p>Learning environments are stimulating, relevant, well maintained and presented.</p> <p>Teachers have strong, secure subject knowledge</p> <p>Pupils are informed about their progress and how to improve through marking and dialogue with adults.</p> <p>Teachers listen to, observe and question groups of pupils during lessons in order to reshape tasks and explanations to improve learning.</p>

Areas identified for development by the school <i>(include timescale for action)</i>
<p>Peer observation of teaching in RE Summer 2012.</p> <p>New RE managers to monitor planning and carry out work scrutinise on a regular basis. Autumn 2012.</p>

VALIDATORS' JUDGEMENT

SECTION B3: Quality of teaching	Outstanding	Good	Satisfactory	Inadequate
		√		

Key strengths
<p><i>The quality of teaching of religious education is of a good standard.</i></p> <p>The validators commend the school for the following:</p> <ul style="list-style-type: none"> • Good use of diocesan materials, engaging with strategies to promote depth of thought and response. • The children responding thoughtfully to questions. • Delivery that shows the good subject knowledge of teachers. • Additional adults supporting the learning, making a significant contribution to the lesson. • Differentiation being evident. • Children enjoying their RE lessons. <p>During the validation, three lessons were observed; particular strengths included:</p> <ul style="list-style-type: none"> • Imaginative planning, including role play of baptism, acting out the parable of 'The Prodigal Son' and use of a story board. • Questioning from both the class teacher and support staff, to develop extended thinking and learning.

Areas identified for development
<p>Validators agree with the areas for development identified by the school and in addition suggest that the new RE managers monitor planning and carry out work scrutiny on a regular basis.</p>

SPIRITUAL AND MORAL DEVELOPMENT

WHAT THE SCHOOL SAYS

SECTION C1: Spiritual development	Outstanding	Good	Satisfactory	Inadequate
		√		
Key strengths identified by the school				
<p>A wide range of experiences contribute to the spiritual development of pupils. A wide variety of well - planned opportunities for religious experience. Good quality worship which follows the liturgical year. Children enjoy liturgy and worship and are actively involved whenever possible. All members of the school community value and respect pupils and staff. Respect for other faiths, through study of Hinduism, Islam and Judaism. Pupils relate worship to their everyday lives and are sensitive to the needs and beliefs of others. The school community values and celebrates all as God's children.</p>				
Areas identified for development by the school <i>(include timescale for action)</i>				
<p>Development of new liturgy group to include new head, RE managers and priest. Planned programme of school and class masses and liturgies. Autumn 2012.</p>				

VALIDATORS' JUDGEMENT

SECTION C1: Spiritual development	Outstanding	Good	Satisfactory	Inadequate
		√		
Key strengths				
<p><i>Spiritual development at St Jude's School is of a good standard, offering opportunities to help deepen personal relationships with God.</i></p> <p>Validators agree with the school's judgement and commend the school for the following:</p> <ul style="list-style-type: none"> • The quality of the acts of worship observed during the validation, which were of a good standard and appropriate to the age and development of the children. Links to learning were evident in RE, for example in the reception year, where following an act of worship related to baptism, the children were able to act out the baptism of a young baby, who was visiting their classroom. • The sense of empathy and concern for others. • Parents recognise that St Jude's provides good opportunities for pupils' spiritual and moral development. • The welcome parents feel in sharing in the religious and worshipping life of the school. • The awareness and understanding of staff, in living out and bearing witness to their faith. • The support given to worship and spiritual development by the parish priest. • The opportunity given for year 6 pupils to deepen their relationship with God, through the Day of Reflection at the cathedral. • The pride taken by the children, when participating in Masses and liturgies. 				
Areas identified for development				
<p>Validators agree with the areas for development identified by the school. With regard to the development of the new liturgy group to include the new head, RE managers and priest, validators recommend that, as part of this, consideration be given to children's involvement in the preparation and delivery of worship. In addition it is recommended a programme of monitoring and evaluation of collective worship be put into place.</p>				

WHAT THE SCHOOL SAYS

SECTION C2: Moral development	Outstanding	Good	Satisfactory	Inadequate
		√		

Key strengths identified by the school

Staff are very effective in providing opportunities to enable pupils to relate ethical and moral choices in everyday life to religious beliefs and values.

Pupils accept the right of others to hold different opinions and beliefs.

All members of the school community appreciate diversity and challenge discrimination.

Pupils have a strong sense of shared Christian values.

Single Equality Policy.

Behaviour is good.

Children understand how to make good choices.

Pupils and staff care and show respect for each other

Parents support the behaviour policy.

Weekly Achievement Assembly recognises God's gifts and talents in our pupils.

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

Further development of Stewardship Autumn 2012.

VALIDATORS' JUDGEMENT

SECTION C2: Moral development	Outstanding	Good	Satisfactory	Inadequate
		√		

Key strengths

The school council states, "At St Jude's we work together like a big team."

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

- The environment of respect for each individual, shown through the relationships between all members of the school community.
- The systems and structures for rewards, which are known and understood by the pupils and contribute to pupils' confidence and self-esteem.
- The children's understanding of the need for reconciliation and their recognition that they will be treated fairly.
- The good behaviour and positive attitudes of the pupils to the school and one another.
- The involvement of pupils in seeking opportunities to help, support and care for those less fortunate, through giving to charities.
- The pastoral care, guidance and support, provided for all the pupils in the school.
- The employment of a counsellor from Cabrini to support children's and families' needs.

Areas identified for development

Validators agree with the area for development identified by the school.

SOURCES OF EVIDENCE FOR THE VALIDATION

As part of the validation process:

- Two validators spent half a day prior to the day of the validation discussing the school's self-evaluation forms with the headteacher and assistant headteacher, as well as one of the school's foundation governors.
- Two validators carried out the validation over a period of one day.
- Three religious education lessons were observed.
- One act of worship with key stage two children was observed, as well as two class (reception and year 3) collective acts of worship.
- Interviews and discussions were held with the headteacher, the parish priest, who is also a governor, the school's RE governors and the school council.
- Informal conversations were held with pupils, staff and the chair of governors.
- A representative sample of religious education and English books, covering all abilities, was examined.
- Prior to and during the validation both validators analysed the documentation provided by the school.
- Information regarding the opinions of parents, staff and pupils was obtained by analysing responses to questionnaires.
- Formal feedback was given to the headteacher, staff and governors at the end of the day of the validation.

Conclusion

The validators would like to thank the headteacher, staff, parish priest, governors, parents and pupils of St Jude's Catholic Primary School for their warmth of welcome, open and honest discussions and their assistance and co-operation throughout this validation.