

## 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>	Springhill Catholic Primary School (The Catholic Academy Trust in Southampton)
<b>ADDRESS</b>	Milton Road Southampton Hampshire SO15 2HW
<b>URN</b>	137293
<b>CHAIR OF GOVERNORS</b>	Dr Gerald Riley
<b>HEADTEACHER</b>	Patricia Phelan
<b>NAMES OF VALIDATORS</b>	Jacqueline M. Davies Louise Adams
<b>DATES OF THE VALIDATION VISIT</b>	4 <sup>th</sup> December 2013 pre-validation 11 <sup>th</sup> December 2013 validation

## Information about the school

Number of pupils on roll

631

Number of boys

298

Number of girls

333

Number of statemented pupils

2

Percentage of Catholic pupils

78

Number of teaching staff

34

Number of support staff

56

Percentage of Catholic staff

59

Springhill is a large, three form entry primary school in the centre of Southampton, serving the parishes of St Edmund and St Joseph, Immaculate Conception, St Boniface and the Polish Catholic Centre. The school is rich in cultural diversity and has a range of ethnic groups, with a high number of children for whom English is an additional language, some 43% in total. It has slightly lower than the national average of boys with 47%, the national average being 51%. However, there is higher than national average for girls with 64% compared to the national average of 49%. Special Educational Needs (SEN) is broadly in line with the national average for those children supported by school action +, or with a statement of SEN. Children receiving free school meals is 6%, being well below the national average of 27%. There is a high proportion of children who have English as an additional language, at 43% compared to the national average of 18%.

## The school's effectiveness in providing Catholic education

Springhill is an outstanding Catholic school community, where all are valued, welcomed and respected. All who enter the school comment about the warmth and welcome experienced when visiting the school. It is evident that love for God, respect and kindness for one another and a sense of true justice pervade the school.

There is excellent leadership at all levels and the support for colleagues and pupils is of the highest quality. The headteacher, her team and the priests provide support for the experienced religious education (RE), leader who is focused to ensure standards in RE are high. Standards in RE are good with many outstanding features. The RE leader is supported by an experienced and able team committed to the high status of RE in the school.

There is a strong and mutually supportive relationship between the school and parishes. The priests speak with the utmost respect for the hard work and commitment of the team.

Attainment in RE is good and often outstanding, as is the teaching of RE. Well-planned and exciting lessons promote a love of learning RE throughout the school.

There is a rich and varied curriculum, ensuring that opportunities are developed to support all members of the school community to fulfil their potential. Staff are committed to excellence; they work hard and are committed to all reaching their potential.

It is obvious that Christ is at the centre of all they do. Pupils treat others with respect and tolerance; they value one another's self-worth, displaying high spiritual awareness and respect in acts of collective worship. They strive to answer the 'Big Questions' and have a strong collective and individual moral compass. Behaviour is exemplary, contributing to the overall Catholic ethos which exists at Springhill.

### a) Key strengths of the school

- Visitors acknowledge the warmth of the welcome they receive.
- Parents recognise that their children are happy.
- Parents also recognise and acknowledge that Springhill is a supportive and caring Catholic community. They appreciate the relationships between staff and pupils and the strength and warmth of welcome the school provides.
- There is a commitment to stewardship and community cohesion, demonstrated by the many and varied charitable contributions and links to both local and global communities.
- Parents appreciate communication with the school.
- The school environment is very well maintained and supports the mission of the school. The extra care and equipment supplied by site staff enhance outdoor experiences for all the children.
- The leadership team know their school well; this, coupled with timely self-evaluation, ensures further school development.
- Leadership is evident in every layer of the school community.
- Leadership is highly effective, ensuring high expectations in all aspects of school life.
- Attainment and teaching are good, with many outstanding features.
- Directors are aware of their responsibilities; they have a clear understanding of how the school wishes to develop and are supportive of the drive toward school improvement within a Catholic community.
- Relationships are built on respect and consideration; the mission of the school is lived out by all members of the community.
- There exists a strong bond between the home, school and parish.
- The effective leadership and co-ordination of RE ensures that RE retains high status as the

core subject at Springhill.

- There is a range of effective processes to ensure clear direction and the setting of challenging targets.
- The support the school receives from the parish priests and their involvement in liturgy and prayer is to be cherished and commended.
- Children display leadership skills at all levels, providing support for younger pupils through the buddy system.
- Pupils are responsive, articulate, engaging, have respect for their teachers and are proud of their school and their achievements. They say “This is a happy place!”

#### b) Key areas for development

- Raise teaching to outstanding, through higher level challenge for more able pupils.
- Improve assessment and monitoring of progress.
- Increase children’s involvement in preparing and leading worship as part of the Discipleship Award.
- Measure the impact of the work of the Dominican Sisters with the ‘Fanning the Flame’ project in year 3.
- Develop Relationships Education Programme across the school and communicate the programme to the parents.

#### c) Progress since the last validation

- The school has ensured, through the work of the RE leader and the leadership team, that the governing body has a better understanding and involvement in the self-review process.
- Assessment in RE is in line with diocesan expectations and the school continues to ensure that RE has high status in the school.
- Staff continue to monitor and evaluate differentiation in RE, ensuring that high quality activities are planned for all groups of learners.
- The RE team has ensured that a varied programme of worship is on offer to parents, which they appreciate, particularly the welcome they experience.

#### d) Summary of parents’ views of the school

As part of the school’s preparation for the validation parents were asked to complete a questionnaire which included specific questions on the Catholic life of the school.

The school received 220 responses out of a possible 630. The majority of parents were happy with the welcome they received from the school. Parents said that their children were happy, stating: “Applied to come to this school because children are running into school smiling.” Certainly the validators experienced happy and content children. Parents welcomed the way in which the school communicated with them.

They agreed that they were happy with the work their child does in RE and that the school provides good opportunities for pupils’ spiritual and moral development.

They also regarded the school as 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

- Our mission statement is lived out by the whole community and underpins everything we do; worship, relationships, behaviour expectations, teaching and learning.
- The quality of relationships is outstanding, pupil to pupil, pupil to staff, staff to pupil, staff to staff, staff to parents and parents to staff. Visitors always comment on the very warm welcome they receive at Springhill.
- All pupils and adults are welcomed into the school and are encouraged to take part in school activities. We enjoy the various opportunities we have built in throughout the year to celebrate the diversity of our community.
- The school enjoys mutually supportive relationships with parents, which begin before their child starts school and continues at every stage thereafter.
- Springhill takes every opportunity to be involved in the church and local community e.g. Advent celebrations.
- The school council provide a voice for the children and plays an integral part in the decision making process.
- The importance of the environment is such that we have a display specialist whose remit includes high quality religious displays around the school. Quality focal points encourage all to think, reflect and pray.
- Springhill is a very prayerful community which provides different prayer opportunities for all.

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

To extend the opportunities for sharing information with parents in Foundation Stage throughout the school, e.g. coffee mornings and year group emails. July 2014

To develop the external areas of the school so that they reflect the catholic nature of our community. July 2014

## VALIDATORS' JUDGEMENT

SECTION A1: The school community	Outstanding	Good	Satisfactory	Inadequate
	✓			

### Key strengths

*Springhill is a school that knows its community well and is working very hard and effectively to support, nurture and develop all members. The care, attention to detail and warm welcome one experiences is outstanding. Validators agree with the school's self-evaluation and commend the school for the following:*

- The strength and warmth of the relationships between all members of the community.
- The comprehensive approach to fulfilling its mission and the commitment to living it out on a daily basis.
- The excellent physical environment of the school buildings and the challenging opportunities that exist for pupils in the grounds; contributing to an attractive learning and working environment.
- The children value the care and support they are given by the staff; they clearly enjoy school.
- The children feel their opinions are valued and take on roles of responsibility easily and with confidence.
- The strong relationships that exist between the staff and pupils.
- The regard in which the parents hold the school, which they see as a supportive caring Catholic community.

### Areas identified for development

The validators concur with the school's identified areas.

## WHAT THE SCHOOL SAYS

SECTION A2: Leadership and management	Outstanding	Good	Satisfactory	Inadequate
	✓			

### Key strengths identified by the school

- Our simple mission statement comes from the agreed vision for our school and is given great emphasis in our prospectus, in all communication with new parents and is clearly visible in the displays located in our main entrance for all to see when they enter the school.
- The leadership team is a strong team committed to Catholic education, with many years of experience and a combined wealth of knowledge of what makes a catholic school distinct from other schools. Each member of the group attends Chaplaincy meetings, where the priests are also viewed as an important part of our leadership team.
- Our head teacher has a clear vision of high quality Catholic primary education. She has supported the R.E. team in their work to celebrate the school's strengths and identify areas of development in our core subject and the life of our catholic community.
- The self-review process has been used as a highly effective tool to help the leadership and R.E. teams identify our strengths and areas of development.
- Staff development is believed to be of great importance in ensuring high quality teaching and learning for all. This is achieved through our recruitment strategy and the variety of training offered to staff e.g. coaching.
- We have a very strong board of directors who work closely with the school in all areas of daily life.

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

To develop ways of sharing the outstanding practice observed in our monitoring of RE lessons and Collective Worship across the school, e.g. induction for new staff. July 2014  
 To continue to develop our own understanding and awareness of stewardship, e.g. ensure stewardship is included in the support programmer provided for new staff. October 2014

## VALIDATORS' JUDGEMENT

SECTION A2: Leadership and management	Outstanding	Good	Satisfactory	Inadequate
	✓			

### Key strengths

*The headteacher's vision for the school is outstanding: well-planned and meticulously executed. Leadership is evident in every strata of the school. The process for developing leadership using mentors is to be commended; this is pivotal in developing Catholic leaders for the future. Validators agree with the school's self-evaluation and commend the school for the following:*

- The strength of Christian witness given by the headteacher and staff.
- The effectiveness of the leadership team in delivering high quality education within a supportive and caring
- Catholic ethos.
- The school's constant drive for improvement and insistence on high standards in all areas.
- The effectiveness and commitment of the pupils in carrying out their leadership roles.
- The enjoyment that the children display in their roles of responsibility.
- The support and challenge given by the governing body and its commitment always to seek ways to improve.
- The meticulous, well-thought-out and comprehensive approach to completing the diocesan self-review.

### Areas identified for development

The validators concur with the school's identified areas for development.

## WHAT THE SCHOOL SAYS

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

### Key strengths identified by the school

- Very strong links have been developed with our 3 feeder parishes. These links are encouraged and supported by our highly effective Chaplaincy team.
- We enjoy excellent relationships with our local Catholic schools and demonstrate our support in a variety of ways, including coming together for Inset training and sharing areas of effective practice. We also fully support the Diocesan Education Alliance and the SCITT scheme.
- We fully support diocesan events such as the Good Shepherd Mass and the Bishop’s chosen charities. In addition to this, we also support a variety of other local and international charitable organisations throughout the year.
- We welcome opportunities to be involved in the local community. Strong links have been established with HSBC and mutually supportive networks have been created with our other local schools. Children enjoy the opportunity to entertain residents of our nearby nursing homes and centres for adults with special needs, with the choir leading carol singing at our local shopping area and our Foundation Stage children presenting the Nativity story to local pre-school children at Christmas time.
- The head teacher and middle leaders provide outstanding support for other schools in the diocese.
- Staff have shared resources for collective worship and information for parents with the diocese and other schools.

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

Introduce ‘Global Citizenship’ to staff and children. July’14

## VALIDATORS’ JUDGEMENT

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

### Key strengths

*Springhill is a school with a community that values the relationship that exists within the parish and wider community. The validators agree with the school’s judgments and commend the school for the following:*

- The very visible mission statement displayed for all to see and experience in all they do.
- The links with the wider community at all levels.
- The support shared with other schools in the diocese.
- The importance of RE continuing professional development from newly qualified teachers (NQTs) to those in leadership.
- Links with the priests are a particular strength; excellent relationships exist between the parish priests and school, with the children celebrating with the parish at weekly Mass on a rotational basis.
- They capitalise on the diversity that exists in the school, supporting a raft of charities, locally, nationally and internationally.
- The opening of a spiritual space in the school grounds for those in the school community and wider community to pray for the relatives of those affected by the devastation in the Philippines demonstrates Springhill’s commitment to the wider community.

### Areas identified for development

The validators concur with the school’s identified area for development.

## 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

- We believe that we are a faith specialist school and so R.E. is seen as our core subject. We have a team leading the subject, one of whom is a member of the management team. It is always included in our SIP and in the Performance Management target criteria.
- Observations of lessons by the management team are included in the school monitoring calendar, along with opportunities for work sampling and pupil interviews. Newly Qualified Teachers are observed teaching R.E. as part of their support programme.
- ‘God Matters’ is delivered throughout the school. At the beginning of each topic, there is an introductory staff meeting which provides information and support for all teachers on the knowledge needed to teach the underpinning theme/catechism and the relevant thinking skills are modelled. Additional support for developing teachers’ subject knowledge has included the use of ‘Anchor’, a catechetical programme supported by the Bishop.
- Parents receive R.E. newsletters for each new topic and half termly curriculum overviews provide information on what their child will be learning and how they can support this at home.
- Within the R.E. team, there is much talent, experience and abundance of enthusiasm which enables the collective effectiveness of the group to be ‘outstanding’.

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

To ensure information is shared with directors of the school (pupil attainment, outcomes of monitoring, development plans).  
July 2014

To improve our use of assessments and identified levels in raising the attainment of all pupils. July 2014

To provide additional opportunities for sharing pupil attainment in RE with parents. April 2014

### VALIDATORS’ JUDGEMENT

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

#### Key strengths

- Springhill is a school where leadership is strong. Validators agree with the school’s self-evaluation and commend the school for the following:*
- The leadership is strong and leaders recognise areas for development.
  - RE leaders are committed to the highest possible standards in RE.
  - Leaders with responsibility for RE prioritise the subject and plan strategically for improvement.
  - Governors and other stakeholders are involved and have a good understanding of the RE curriculum and action plan.
  - As a team, monitoring and feedback are carried out regularly. Pupils are involved through conferencing.
  - Teachers are supported with their planning at the beginning of each topic and during it, as required.
  - The self-review process is organised and effective at involving all stakeholders.
  - Acts of collective worship are observed regularly.
  - NQTs are supported well with planning and teaching of the subject.
  - The learning environment supports the children’s progress and development in RE.

#### Areas identified for development

The validators concur with the school’s identified areas for development.

## WHAT THE SCHOOL SAYS

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

### Key strengths identified by the school

- A clear focus on the quality of teaching and learning through a programme of lesson observations, work sampling, the monitoring of planning and assessments has supported teachers in taking responsibility for the progress made by the children in their class. Our whole school focus on Assessment for Learning is also improving learning and standards in R.E.
- Pupils make good progress from year to year when assessed against the 'God Matters' assessment materials provided by the diocese. Teachers and pupils also assess against each lesson's learning objective.
- Pupils participate fully in R.E. lessons and show interest and enthusiasm for collaborative work, creative discussions and tasks related to the topic. The excellent presentation seen in books, reflects the importance given to learning in R.E. and the pride that the children have in their work. The class R.E. books provide excellent examples of the range of task and quality of learning that takes place.
- It is always commented upon how children in our school show respect for each other and for all those who are part of our school community. This, of course, includes those whose belief and faith is not of the Catholic tradition.

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

To support staff in providing challenge for more able pupils, resulting in improved attainment and progress. April 2014

## VALIDATORS' JUDGEMENT

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

### Key strengths

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

- Pupils enjoy learning in RE and make good progress in their lessons. In outstanding lessons, learning is continually assessed and built upon.
- Progress and attainment in RE are broadly in line with other subjects.
- Pupils' work demonstrates a good exploration and understanding of the themes and there are excellent relationships between pupils, which enhance learning through collaboration and shared working.
- Classroom staff facilitate learning through positive relationships and effective questioning.
- Pupils have opportunities to develop their thoughts and understanding through many activities.
- The positive and well-managed behaviour of pupils supports their progress and development.
- Teachers know their pupils well and understand how to support them to ensure they make the necessary progress.

### Areas identified for development

The validators concur with the school's identified area for development.

## WHAT THE SCHOOL SAYS

SECTION B3: Quality of teaching	Outstanding	Good	Satisfactory	Inadequate
		✓		

### Key strengths identified by the school

- Throughout the school we meet the bishop's conference requirements of 10% RE teaching time and use it to develop the ideas provided in the scheme of work given to us by the Diocese. These allow us to focus on learning objectives that are specific to R.E. and promote creative teaching to involve and inspire all children.
- Staff meetings and INSET help us to increase teachers' professional knowledge. Thinking skills are modelled in each staff input before a new topic begins and the relevant catechism explored.
- In R.E. lessons, staff use outstanding behaviour management and set high expectations just as in every other curriculum subject. This, along with opportunities for high pupil involvement and a variety of tasks, results in an increased enthusiasm for the subject amongst staff and pupils alike.
- All of our teaching is good to outstanding. This has been achieved by a whole school focus on assessment for learning and in particular, sharing steps for learning and marking for improvement.
- All learning environments are of a very high quality, well presented and provide good support for children's learning.

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

To continue developing marking for improvement in R.E. July 2014  
 To support staff in making use of assessments and levels when planning differentiation for more able children. April 2014

## VALIDATORS' JUDGEMENT

SECTION B3: Quality of teaching	Outstanding	Good	Satisfactory	Inadequate
		✓		

### Key strengths

*Teachers provide creative and interesting engagement tools and strategies to enhance their teaching. Validators agree with the school's self-evaluation and commend the school for the following:*

- The quality of teaching in RE is good and sometimes outstanding.
- Vocabulary is taught explicitly and the profile of religious language is high.
- Children are keen to learn and participate enthusiastically in activities.
- RE displays and prayer tables stimulate and support learning.
- Attainment and presentation are broadly in line with literacy.
- Many lessons provide opportunities for independence and exploration.
- Pupils say their lessons are fun and interesting.

### Areas identified for development

The validators concur with the school's identified areas for development.

## SPIRITUAL AND MORAL DEVELOPMENT

### WHAT THE SCHOOL SAYS

SECTION C1: Spiritual development	Outstanding	Good	Satisfactory	Inadequate
	✓			

#### Key strengths identified by the school

- The range and quality of worship is good to outstanding and includes daily class worship, weekly key stage worship, masses on feast days, liturgies, whole school masses and simple class/year group services at St Edmund's church, Stations of the Cross, the Rosary during October and May, staff prayer and children's Friday prayer group. The liturgies held during Advent and Lent are always outstanding.
- Collective Worship can be chosen by staff as one of their Performance Management targets.
- Pupils respond to their collective worship by living out their lives as Jesus taught them to. Excellent relationships are a strength of the school as identified in our last Ofsted inspection and recent review inspection.
- The R.E. team have overall responsibility for co-ordinating worship throughout the school but one member of the team leads staff Inset, organises resources and liaises with priests.
- The parish priests provide good support for the school and are members of our chaplaincy team along with the Management Team and R.E. Team. This ensures worship is well planned.
- The Dominican Sisters also provide good support for the school. They lead a 'Fanning the Flame' group after school each week and are also working with a class of Year 3 children, trialling new materials for the Bishop.
- New staff and NQTs receive support in leading worship as part of their induction programme.

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

To increase children's involvement in preparing and leading worship (part of the Discipleship Award). July 2014  
 To provide days of reflection for each year group e.g. Year 3 – reconciliation and preparation for Holy Communion. April 2014

### VALIDATORS' JUDGEMENT

SECTION C1: Spiritual development	Outstanding	Good	Satisfactory	Inadequate
	✓			

#### Key strengths

*Springhill offers its pupils, staff and parents outstanding spiritual opportunities, embedded in the mission and helping the children to deepen their personal relationship with God. Validators agree with the school's self-evaluation that the spiritual development in the school is outstanding 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 it continues to develop and improve.
- The support given by the parish priest in leading and supporting worship in the school.
- Its commitment to involving parents and the whole community in the spiritual life of the school.
- The recognition of the pupils' spiritual needs and the care and commitment of the school staff to ensuring that provision is of the highest quality, are to be commended.
- The involvement of the children during prayers and collective worship.
- The quality of the prayers children shared with the validators demonstrated the depth of their understanding of God's love for them.
- In the worship observed, the children experienced a range of quality spiritual experiences.

#### Areas identified for development

The validators concur with the school's identified areas for development.

## WHAT THE SCHOOL SAYS

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

<b>Key strengths identified by the school</b>
<ul style="list-style-type: none"> <li>• Our teaching in PHSE forms solid foundations for children in all aspects of their lives at school and as members of different communities.</li> <li>• Behaviour is excellent throughout the school and is effectively managed by the use of rewards and sanctions.</li> <li>• Achievement is celebrated through Role of Honour, Affirmation Assemblies, sharing talents, a 'Special Achievements' book, stickers, House Points, 'Star of the Day', 'Golden Time' etc.</li> <li>• Staff provide excellent role models, living out our mission statement 'Together we will do our best for Jesus'.</li> <li>• The whole school has opportunities for reconciliation in special liturgies during Lent, through living out what they have experience in Collective Worships, shaking hands, etc</li> <li>• Pupils recognise that we are a very special school and are proud to be members of our Catholic community.</li> <li>• Staff are particularly skilled at supporting parents when their children find the demands of primary school challenging.</li> </ul>

<b>Areas identified for development by the school</b> <i>(include timescale for action)</i>
<p>To fully introduce the new Relationships Education programme across the school and to parents. July 2014</p> <p>To review the house points system. April 2014</p> <p>To review our use of sanctions across the school. April 2014</p>

## VALIDATORS' JUDGEMENT

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

<b>Key strengths</b>
<p><i>Relationships at Springhill are outstanding; there is respect for one another and all have a voice, which impacts positively on the development of the school. The validators agree with the school's judgments and commend the school for the following:</i></p> <ul style="list-style-type: none"> <li>• The mission of the school is clearly experienced by all; its influence is visible in the relationships that exist in the school.</li> <li>• The pupils' behaviour in and around the school is exemplary.</li> <li>• The outstanding relationship that exists between the staff and pupils</li> <li>• The pupils respect and respond to their teachers and hold them in high regard. They said "It's obvious they care for us."</li> <li>• They know the difference between right and wrong and understand what is expected of them.</li> <li>• There is a range of sanctions and rewards. Pupils enjoy earning their rewards and celebrate with one another.</li> <li>• They enjoy the fact that they are consulted. They really are committed to contributing positively to the whole mission of the school.</li> </ul>

<b>Areas identified for development</b>
<p>The validators concur with the school's identified areas for development.</p>

## SOURCES OF EVIDENCE FOR THE VALIDATION

630 questionnaires were given out and 220 (35%) were returned.

The following actions formed the validation process:

Two validators spent a morning in school, meeting the headteacher; RE leader and RE team responsible for the self-review.

They were given a comprehensive and full tour of the school; visited each classroom, observing evidence of RE display, RE corners, children's answers to 'Big Questions' and evidence of the prayer life of the school.

The validators shared worship with a class which demonstrated knowledge and understanding of the Advent theme in 'God Matters.'

Time was spent discussing the school's self-review report and gathering evidence.

Responses to parental questionnaires were analysed.

Two validators spent a further day in school, carrying out the validation.

On the validation day:-

- A sample of pupils' work was scrutinised,
- Documentation and evidence were examined,
- Two acts of collective worship were observed, one from foundation stage and one from key stage 2,
- Four RE lessons were observed by validators and staff ranging from foundation stage to key stage 2.

Interviews and discussions were held with:-

- Pupils,
- Priests,
- A parent,
- A governor,
- The RE leader.

Feedback was given to the senior leadership team at the end of the validation visit.

The validators would like to thank all involved for their time and effort in the very thorough preparation for the validation. They were also very appreciative of the wonderful warm welcome and hospitality they received throughout the validation process. Thank you; it was both a pleasure and a privilege to be part of the process.