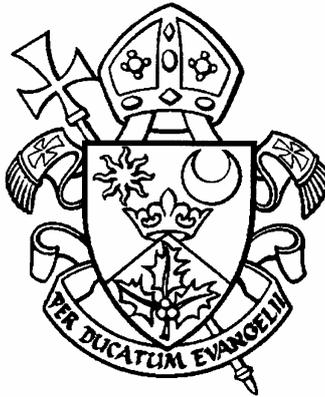


THE VALIDATION REPORT



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 Joseph's Catholic Primary Academy
ADDRESS	Bridge Road Aldershot Hampshire GU11 3DD
URN	137422
CHAIR OF GOVERNORS	Dr Michael C McCafferty OBE
HEADTEACHER	Bill James
NAMES OF VALIDATORS	Julia Feeney Jane Gow
DATES OF THE VALIDATION VISIT	2 nd and 8 th December 2011

Information about the school

Number of pupils on roll	472
Number of boys	240
Number of girls	232
Number of statemented pupils	2
Percentage of Catholic pupils	90%
Number of teaching staff	25
Number of support staff	15
Percentage of Catholic staff	60%

St Joseph's is a Catholic Academy with a strong vision and a commitment to the pupils and parents it serves. It has a positive relationship with the parish of St Joseph's and the parish priest works with the school community to ensure consistent and mutually supportive links.

The school also serves the parish of Our Lady and Holy Trinity, Fleet.

The school is a larger than average school, with the large majority of pupils coming from White British backgrounds. The proportion of pupils, identified as having special educational needs and/or disabilities, is slightly above average, while the number of pupils known to be eligible for free school meals, is low. The school cares for children aged 0-4 in a pre-school and a crèche and day nursery.

The school site is attractive both inside and out, with the various building named after the parishes that historically had connections with the school.

NB St Joseph's opened as a Catholic Academy on 1st September 2011. As it is the only academy in the group, for the purposes of this report Directors, their correct title, are referred to as governors.

The school's effectiveness in providing Catholic education

St Joseph's is an example of an outstanding Catholic school community. All in the school community are committed to its mission to welcome and value Christ in everyone, whilst seeking the highest possible achievements. The personal witness to the faith of staff and pupils is lived out through the quality of the relationships within the school and the welcome that is extended to all those who enter St Joseph's.

The good, and sometimes outstanding, standard of religious education (RE), that is provided for the pupils, enables them to develop a firm foundation to their faith. Pupils make good progress in RE, through the good quality teaching and learning that enthuses the children.

The ethos of St Joseph's permeates all aspects of school life. The chaplain, through her dedicated work, unites the worshipping community. The physical environment of the school, the Well, the Spiritual Garden and displays celebrating the arts, are key features of the life of the school and they provide many opportunities that contribute to pupils' outstanding spiritual and moral development. Opportunities to foster pupils' spiritual development can be found across the curriculum. The school community values and celebrates all as God's children.

a) Key strengths of the school

- The strength and warmth of the relationships between all members of the community and the welcome offered to visitors.
- The commitment and vision of the headteacher, deputy and senior staff in leading and developing the school.
- The quality of the induction offered to new members of staff and parents, that focuses on the mission and vision and makes explicit the expectations of those working in a Catholic school.
- The development of the physical environment, which is attractive and maintained to a high standard, that has contributed to creating an attractive school, providing a stimulating and supportive learning environment, as well as opportunities for spiritual development and personal reflection.
- The extended provision, which promotes a sense of loyalty amongst the community and demonstrates a commitment to family life.
- How the children feel valued and know that they have a role and responsibility in developing their school.
- The awareness raised with children of the role they have to play in supporting others in need, through prayer, charity and other collections throughout the year.
- Commitment to the work of CAFOD and Fairtrade.
- The RE manager, who is reflective in her evaluations of the provision across the school.
- The children's confident and enthusiastic participation in RE lessons.
- Meticulous planning of RE lessons.
- Teachers' strong subject knowledge.
- The work of the chaplain in uniting a worshipping, eucharistic community.
- Provision of the Well and the Spiritual Garden.
- Children's confidence in leading worship.
- Displays celebrating the Arts.
- The commitment of the governors in supporting the self-review process.
- The celebration of achievement in Christ's name.

b) Key areas for development

- Continue to develop standards in RE across the school by sharing the outstanding practice, which fosters a sense of beauty and wonder, whilst helping children to explore God's and their own creativity.
- Explore ways of engaging the wider community, particularly parents, in the worship in the school by creating and maintaining a spiritual atmosphere.

c) Progress since the last validation

The school has worked hard to address the key issues identified in the last validation, which took place in 2007. In the current validation the following improvements were noted:

The use of the Spiritual Garden has been developed and the children were eager to talk about the many and varied ways it is used as an oasis for peace and reflection.

Assessment in RE, in line with diocesan guidelines, has been reviewed and the school now has a robust system, which has been developed to enable staff to track pupil progress.

The well-planned and executed monitoring programme has been successful in raising standards to outstanding in KS2.

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, 154 completed questionnaires were received and analysed.

Parents unanimously agree that they are made to feel welcome by the school and that their children are happy at school.

The proportion of parents, who disagreed with aspects of the school, was in the small minority; 41% of parents had no view and 6% disagreed with the view that the school keeps them informed regarding sex and relationships education.

The vast majority of parents are satisfied with the standard of their children's work in RE and with the RE work that pupils are expected to do at home. A similar number of parents agree that they are kept well informed of progress in RE, but fewer strongly agree with this statement.

Parents feel welcome to share in the religious and worshipping life of the school. The school is seen as providing very good spiritual and moral development and is highly regarded as a supportive and 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

St. Joseph's lives its Mission Statement and is an excellent example of a community working together to promote Christian values. St Joseph's is a welcoming and caring community built on Christian values where everyone is valued and encouraged to achieve their full potential. The school's vision is integral to and evident in all aspects of school life. The Well and Spiritual Garden are enjoyed by the whole community. The Community Building is put to good use by the Chaplain, PTA and School Cookery Club. We are a fully inclusive school, where all groups, regardless of ethnicity, gender or needs perform above national expectations. Diversity is celebrated in assemblies and celebrations such as International Day. Relationships with parents and between staff and pupils are excellent and central to the school's continuing success. Parents and grandparents support children in class and volunteers also run the Library and run aerobics classes. The school environment is well maintained and promotes effective learning. Our Chaplain has an open door policy to families at times of stress and further develops the worship and spiritual life of the school. The School Committee and Fairtrade Committee have a positive effect in all areas of the school regarding improvements as well as being an effective communication link between children, staff and parents. Our Fairtrade Award shows our commitment to developing the understanding of fair-trade issues within the community and has raised children's awareness of Stewardship. Communication between our staff (108) is good and the school has worked hard to develop stronger links within the community at all levels.

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

Review mission statement with staff/pupils/parents/Governors. (annually Sept 2011)
 Further develop the use of the Community Building. (from Sept 2009)
 Reapply for Fair Trade status Evidence submitted –October 2011 (Annual assessment)
 IIP Re-evaluation Jan 2012

VALIDATORS' JUDGEMENT

SECTION A1: The school community	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths

St Joseph's is a school that uses a picture of 'The Laughing Christ' to welcome and value Christ in everyone.

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 and the welcome offered to visitors.
- The quality of the induction offered to new members of staff and parents, that focuses on the mission and vision and makes explicit the expectations of those working in a Catholic school.
- The development of the physical environment, which is attractive and maintained to a high standard, that has contributed to creating an attractive school, providing a stimulating and supportive learning environment as well as opportunities for spiritual development and personal reflection.
- The extended provision, which promotes a sense of loyalty amongst the community and demonstrates a commitment to family life.
- The warm, welcoming and knowledgeable administrative staff.
- The commitment to support the work of CAFOD and Fairtrade.

Areas identified for development

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

WHAT THE SCHOOL SAYS

SECTION A2: Leadership and management	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths identified by the school

The leadership, at all levels, is excellent at striving to ensure that the Christian vision permeates all aspects of school life.

The school has a strong sense of vision and this is shared by all members of its community. Rigorous and effective self evaluation processes involving all staff are central to the school’s future direction. The school’s leadership is visionary and an excellent example of Christian leadership. The head teacher is well supported by his deputy, an efficient management team and capable subject co-ordinators. The school’s strongly focused directors place the support of family life at the centre of all they do, such as a commitment to subsidising crèche fees and flexibility regarding staff needs. The directors have a broad range of expertise and very clear roles. They effect change, take calculable risks, are accountable and have Christian values at their core. Leadership at all levels enables purposeful change, adaptability, care and high standards in all areas. Our newly appointed RE director works with the RE Co-ordinator and senior management. The RE co-ordinator and Chaplain attend Diocesan meetings regularly and keep staff abreast of developments, such as the focus on Stewardship. Staff development is good and all are encouraged to make full use of their potential. We have a commitment to develop future leaders for Catholic schools. Staff who have recently completed NCSL courses and our IIP reflect our commitment.

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

As a newly converted Academy we would like to develop our relationship with our members.
 Further training for the new directors.
 Adapt our self review processes in line with the new guidelines.

VALIDATORS’ JUDGEMENT

SECTION A2: Leadership and management	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths

The Christian leadership at St Joseph’s ensures that there is a strong vision and direction for the work of the school, whilst acknowledging their role as ‘caretakers’.

Validators judge leadership and management to be outstanding and commend the school for the following:

- The personal witness to the faith provided by the headteacher and all members of staff.
- The commitment, energy and vision of the headteacher, deputy headteacher and senior staff in leading and developing the school.
- How all with a leadership role ensure that the Catholic ethos is at the heart of all they do and how they have been empowered by the headteacher to carry out their roles.
- The school embraces the role it has to play in the development of future leaders.
- The innovative and knowledgeable directors, who give generously of their skills.
- How the children feel valued and know that they have a role and responsibility in developing their school.
- The rigorous self-review process.

Areas identified for development

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

WHAT THE SCHOOL SAYS

SECTION A3: The wider community	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths identified by the school

The School has outstanding links with the wider community at all levels (Parish, Diocese, local, national and global community). We have an excellent rapport with the Parish Priest and parishioners celebrate with the school (WW2 service in the Spiritual Garden/Liturgies and Fairtrade afternoon tea). We have good links with local Catholic schools and are an Academy pathfinder school for N.E Hants. We attend/host RE Cluster Group Meetings and the Fairtrade work has developed links with a non-catholic secondary school and Rushmoor Borough Council. Fairtrade is embedded in the curriculum and the RE co-ordinator gave a presentation to Diocesan Primary co-ordinators, encouraging more schools to participate. The Chaplain is the Diocesan contact for local schools and accompanies children to Diocesan celebrations. Her Chaplain's Handbook is used throughout the Diocese. Diocesan links are through RE courses, Head teacher's professional development, PCP and cluster meetings. Links within the local community include sports, arts, music, school nurse, healthy schools and the local Council. Community Room users include local Neighbourhood Watch, Community Police, United Reform Church and a local Downs Syndrome network group. Charitable donations have increased significantly over the past three years, raising money for local, national and international charities. An excellent relationship with the local CAFOD office has resulted in St Joseph's being selected as an exemplary school for commitment to CAFOD in the South East. We feature regularly on CAFOD's national website. The on-going programme for local charities includes Aldershot-based Step by Step for young homeless people and the Mayor of Rushmoor's appeal.

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

Continue to develop links with our three partner schools.
Continue to develop the use of the community room.

VALIDATORS' JUDGEMENT

SECTION A3: The wider community	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths

The school's work in developing links with the wider community is outstanding.

The validators commend the school for the following

- The awareness raised with children of the role they have to play in supporting others in need, through prayer, charity and other collections throughout the year.
- Commitment to the work of CAFOD and Fairtrade.
- The school's commitment to 'growing their own' staff and developing leaders of the future.
- The time and commitment shown by the parish priest, through his regular visits to the school.
- Attendance at all diocesan events by adults and pupils.
- The school's links with schools in France and China.
- The year 5 residential visit to their partner school in Paris.
- The faith partnership with St Gregory's School in Manchester.
- The use of the Community Room in providing guidance, advice and support.

Areas identified for development

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

CURRICULUM RELIGIOUS EDUCATION

WHAT THE SCHOOL SAYS

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

Key strengths identified by the school

The leadership and co-ordination of RE is good. It is reflective, striving to improve the religious experience for staff and pupils within the school. During two years in post, the RE co-ordinator has attended all RE Meetings and has been involved in the re-establishment of the cluster group meetings. The *God Matters* SOW has been firmly embedded after a few teething problems and adapted to suit the children's needs. A big focus has been on guiding teachers through different ways to teach and assess RE. This has resulted in a more creative curriculum, higher attainment and deeper spirituality. Religious Education shares the status given to other core subjects in the school. Ten percent of teaching time is dedicated to RE. The standards of planning and monitoring are good and ensure all children are challenged. Three INSET sessions by Primary Consultants over the past two years have assisted with Worship. The co-ordinator has held INSETS to disseminate information from RE Managers' days. These have had a positive impact on standards. NQTs receive tailored advice and personalised action plans for teaching RE/ delivering worship. The RE co-ordinator's leadership is good and ensures that standards in RE are consistently high. Her subject knowledge, support to staff, quality of monitoring and accountability are good and have led to many improvements. The RE director ensures that RE plays an integral part in the overall management cycle. The Chaplain inputs on Liturgical information such as the new mass changes. Parents have good information about RE themes being covered through curriculum plans and newsletters. RE is also discussed at Parents' evenings. Parents have rated RE high (89%- the highest subject area).

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

Identify potential successor for RE co-ordinator.
Training for newly appointed Directors.

VALIDATORS' JUDGEMENT

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

Key strengths

The quality of the leadership and co-ordination of RE has ensured that the subject has a high status among all the school community.

The validators commend the school for the following:

- The RE manager, who is reflective in her evaluations of the provision across the school and is committed to developing the subject further.
- The excellent support given to newly qualified teachers to ensure that they are confident in their delivery of RE.
- How the school ensures that RE is given a high status within the school; ten per-cent of the curriculum time is devoted to the teaching of the subject.
- High quality planning.
- The focus given to assessment and the tracking of data and pupil progress.
- The quality and rigour of the monitoring.
- The place of RE in whole school development

Areas identified for development

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

WHAT THE SCHOOL SAYS

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

Key strengths identified by the school

Attainment and progress in RE is good and in some cases, outstanding.
 Pupils at St Joseph’s are benefiting from the opportunities offered by *God Matters* which has developed teachers’ knowledge and the way that RE is delivered. Standards at the end of Year 2 and Year 6 are good despite children entering the school with lower attainment and understanding. This stems from good teaching, good monitoring and excellent relationships between teachers and pupils. As a result of our monitoring and assessment, our lessons have become more individually focused with teachers looking for ways for each child to develop their own understanding in RE. Pupils of all abilities and groups, regardless of gender, ethnicity and learning needs, are encouraged and facilitated to make as much progress as possible. For example, we are now much less steered by assessment based purely on what a child is able to record eg: EAL children. Assessment has been a focus and we are now comfortable with our assessment procedures. Tracking data is analysed by the co-ordinator and is discussed with the next teacher at handover meetings. Children who need to be challenged further or who are not making the expected progress, are targeted (in line with other subjects). RE is assessed formally on a termly basis and less formally over all topics. Pupils enjoy RE and learn effectively in challenging and stimulating lessons. In KS2, RE is often included in cross-curriculum lessons such as Writing, ICT and Art. Teachers’ knowledge and understanding is developed at regular INSETS and the Chaplain is also able to support this development.

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

Explore new ways of approaching the ‘other faith’ element – dedicated weeks so that speakers/visits could be arranged.
 Develop ways of raising children’s existing knowledge on entry to the school.
 Should we be including RE in the homework at the higher end of the school to accelerate progress?

VALIDATORS’ JUDGEMENT

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

Key strengths

Standards in religious education are good with many outstanding features.
 The validators commend the school for the following:

- 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.
- The very positive attitude of the children to the subject.
- The high standards achieved by key stage 2 children.
- How the children value RE. The presentation of the work in many year groups is of a high standard.
- Feedback that enables children to reflect on their learning and then respond to their teachers’ comments.
- How the range of tasks enables the children to develop their learning and to display an understanding of concepts explored.
- The procedures for assessing pupils’ progress and attainment.
- The Spiritual Journey books.

Areas identified for development

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

WHAT THE SCHOOL SAYS

SECTION B3: Quality of teaching	Outstanding	Good	Satisfactory	Inadequate
			✓	

Key strengths identified by the school

The teaching of RE at St Joseph's is good and in some cases outstanding.

Differentiation has been reviewed and is now not done solely on recorded work. There are formal and informal assessments promoting effective learning. These have been reviewed over the past two years and we are now comfortable with our practice. Data is used to track children's progress. Observations have shown that teachers have become a lot more proactive and creative in the way that they deliver lessons and are prepared to take more risks to enhance children's learning. In the best lessons, children have made good progress and enjoyed their learning. The teacher has taken risks, questioning has been specifically targeted and there has been an element of spontaneity and enlightenment. Resources have been well researched and instrumental in developing learning. Additional support is provided for SEN pupils through LSA support and the Chaplain's work. Teachers are reflective and keen to share ideas and improve their practice. This year we have five new teachers with individual training needs. We have developed *God Matters* to meet our children's needs. Teachers are now clear about the need to plan according to success criteria and this is having a positive effect on teaching and learning.

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

Ensure that the five new teachers are confident with the teaching of God Matters by Easter 2012.
Complete an inventory to develop resources available to teachers. Encourage more use of web-based images and materials.

VALIDATORS' JUDGEMENT

SECTION B3: Quality of teaching	Outstanding	Good	Satisfactory	Inadequate
			✓	

Key strengths

The quality of teaching of religious education is outstanding in some cases.

The validators commend the school for the following:

- Detailed planning with clear learning outcomes.
- The children's confident and enthusiastic participation in RE lessons.
- Delivery that shows the very good subject knowledge of the teachers.
- How a variety of teaching and learning styles was used to engage the pupils in their learning.
- Good and imaginative use made of resources to enhance learning.

During the validation, four lessons were observed; particular strengths in outstanding lessons included:

- The use of imaginative resources and innovative methods of differentiation.
- The teacher involving all pupils, listening and responding, prompting and encouraging.
- Pupils' understanding continually assessed throughout the lesson.
- The pupils' enthusiastic attitudes.

Areas identified for development

Continue to develop standards in RE across the school by sharing the outstanding practice, which fosters a sense of beauty and wonder, whilst helping children to explore God's and their own creativity.

SPIRITUAL AND MORAL DEVELOPMENT

WHAT THE SCHOOL SAYS

SECTION C1: Spiritual development	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths identified by the school

St Joseph's provides excellent opportunities for children to develop their spiritual awareness in a variety of ways. Pupils have regular opportunities for prayer during daily acts of worship. Over the past two years, we have explored different ways of delivering worship. With Diocesan input, staff are more confident in planning liturgies that are varied and engaging while following the agreed structure. Wherever possible, children are involved in preparing and leading Liturgies. Pupils are encouraged to develop their spirituality through reflective and spontaneous prayer and the Spiritual Journey book. Prayer and Rosary books go home. Pupils are responsive and attentive in acts of worship. The Well and Spiritual Garden are used whenever possible. Parents may attend special celebrations for Advent, Lent and Easter. The Chaplain works with all children to prepare and participate in masses, both in school and at Church - parents may attend these. Children host a Christmas Service in St. Joseph's Church, attended by the wider community. Fairtrade leads children to consider 'justice' and 'equality' issues. Children know that they should be concerned and that even as children, they are in a position to speak out and act. Spiritual links are well-established in Art, Literacy and Music. We have opportunities for: Reconciliation, Exposition of The Blessed Sacrament, Bible Club, Counselling sessions, Staff Reflection and a regular programme of external assemblies and speakers from charities enabling children to appreciate their privileges. Reflections include references to our faith link school, St. Gregory's, allowing children to realise that they are part of a much bigger family. Our pupil surveys illustrate pupils' awareness of God.

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

Encourage the use of the outdoor environment for Worship (now that we have had additional facilities).
Consider how we could introduce 'prayer partners' or link classes across year groups.

VALIDATORS' JUDGEMENT

SECTION C1: Spiritual development	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths

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

The validators commend the school for the following:

- The work of the chaplain in uniting a worshipping Eucharistic community.
- Provision of the Well and the Spiritual Garden, which provide opportunities for peaceful reflection.
- Children's confidence in planning and leading meaningful and high quality worship.
- The pupils' ability to relate worship to their everyday lives.
- The Spiritual Journey books.
- The quality of the children's singing.
- The focus on creative and aesthetic aspects of the curriculum, which are rich in opportunities to develop awe, wonder and personal reflection.
- Displays celebrating the Arts.

Areas identified for development

Explore ways of engaging the wider community, particularly parents, in the worship in the school by creating and maintaining a spiritual atmosphere.

WHAT THE SCHOOL SAYS

SECTION C2: Moral development	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths identified by the school

Moral development throughout is excellent.

Pupils leave as thoughtful and responsible young people who understand their role in God's world. They know that they have choices and that the Gospel teachings should guide them throughout their lives. OFSTED 2011 remarked that all groups of children achieve well in every ECM area. Achievements and positive behaviour are celebrated in Christ's name. Pupils have excellent relationships with their peers and adults. They are encouraged in leadership roles and are involved in school issues through the School Committee, house captains and mentoring roles. Children participate in external events (National Fairtrade Conference/Hampshire's Peer Monitoring Day/CAFOD public speaking competition). Staff are excellent role models and St. Joseph's is a vibrant, busy family which knows that it has a place to play in the local community and wider world. Everything we do is underpinned by Christian values and we try to instil a sense of purpose and duty to reach out beyond our boundaries. The School's RE SOW contributes effectively to pupils' moral development by encouraging children to think more deeply and question. Worship sessions present opportunities to challenge and ask 'why?' We have an 'open door' policy with parents and there is good three way communication between home, school and parish with the chaplain offering support. Behaviour and Bullying policies and parents' surveys identify moral issues which are then addressed throughout the school. A regular programme of assemblies addresses PSHE issues and there are regular opportunities for pupils and staff reconciliation throughout the school year. Staff attend FHC classes and masses.

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

Introduce a termly class award for: The child who exemplifies the vision of St. Joseph's School.

VALIDATORS' JUDGEMENT

SECTION C2: Moral development	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths

The school's mission statement has a very positive impact on the school and is lived out in the words, attitudes and actions of its members.

The validators commend the school for the following:

- The excellent relationships between the staff and pupils.
- The pastoral care offered to pupils by all staff.
- The exemplary behaviour of the older pupils as role models for the younger children.
- The mature and confident way year 6 pupils undertake office duty.
- The value placed upon the role of prayer in supporting the needs of others.
- The pupils' keen interest in ethical issues.
- The celebration assembly, which positively promotes pupils' confidence and self-esteem.
- The children are rightly very proud of their school and are keen to share this with one other and with all who visit St Joseph's.

Areas identified for development

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

SOURCES OF EVIDENCE FOR THE VALIDATION

As part of the validation process:

Two validators spent half a day in school, meeting with the headteacher, deputy headteacher and RE co-ordinator discussing the school's self-review report, touring the school and gathering evidence;

Two validators carried out the validation in the course of a school day;

As part of the validation, interviews and discussions were held with:

- The headteacher and deputy headteacher
- RE co-ordinator
- The RE director
- The parish priest
- A representative group of pupils;

Four religious education lessons were observed;

Two class acts of collective worship were observed;

One key stage act of collective worship was observed;

A sample of pupils' work was scrutinised;

Prior to and during the validation, documentation was analysed and evidence examined;

An analysis was made of the responses to the parental questionnaire;

Feedback was given to the headteacher, deputy headteacher and the RE co-ordinator at the end of the validation visit.

CONCLUSION

The validators would like to thank the headteacher, staff, governors, the parish priest, parents and pupils of St Joseph's School for their preparatory work for the validation, which forms part of the school's regular self-review cycle. They would also like to express their appreciation for the warmth of welcome they received and the support given during the validation process.