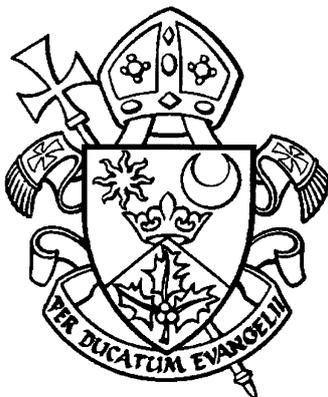


## THE VALIDATION REPORT



This report to the Bishop of the Diocese under Canon 806 of the Code of Canon Law is also the report to the governors of the school on religious education. For Catholic maintained schools, the report also fulfils the requirements of Section 48 of the Education Act 2005.

<b>NAME OF SCHOOL</b>	St Anthony's Catholic Primary School
<b>ADDRESS</b>	Primate Road Titchfield Common Fareham PO14 4RP
<b>URN</b>	137403
<b>CHAIR OF GOVERNORS</b>	Mr Paul Datson
<b>HEADTEACHER</b>	Mrs Marjorie Dean
<b>NAMES OF VALIDATORS</b>	Mrs Jacqueline Davies Mrs Louise Adams
<b>DATES OF THE VALIDATION VISIT</b>	23 <sup>rd</sup> February 2012 12 <sup>th</sup> March 2012

## Information about the school

Number of pupils on roll	219
Number of boys	118
Number of girls	101
Number of statemented pupils	0
Percentage of Catholic pupils	85%
Number of teaching staff	11
Number of support staff	12
Percentage of Catholic staff	73%

St Anthony's is an academy school within The Catholic Academy Trust of South Hampshire. St Anthony's serves the parish of St Margaret Mary. It is a smaller than average primary school and has less than the average proportion of children with special educational needs. Almost all pupils are White, mostly of British origin and the proportion of pupils for whom English is an additional language is low. The percentage of children who have free school meals (FSM) is also low. There is an above average number of pupils, who join or leave the school other than at expected times of admission or transfer. The school is on a site that has been improved and reorganised to accommodate the pre-school, foundation stage, key stage one and key stage two departments. The school also provides and runs a breakfast club and an after-school club.

## The school's effectiveness in providing Catholic education

St Anthony's is an example of an outstanding Catholic school community. The headteacher and leadership team are committed to the mission of the school, developing opportunities for the pupils to share their faith with one another and with the community. The mission statement has a positive impact on the life of all members of the school community. The outstanding quality of relationships between all members of the school's community contributes to the warm and welcoming atmosphere in the school. The parish priest provides outstanding training for new teachers into the school: staff, parents and pupils appreciate his involvement and support. The children enjoy the memorable liturgies they experience, resulting in the pupils being able to plan and deliver good high quality worship for the class. Pupils' involvement in the school and their interaction with the wider community are substantial and highly valued: organising toy sales and raising money for CAFOD and for an orphanage in Africa. The school has good active links with the diocese, Catholic partnerships and other local schools.

The religious education (RE) leader works hard to ensure that RE has a high profile in the school and her commitment to improving provision, progress and attainment is to be commended. RE has a high profile in the school; attainment and progress are consistently good, with some outstanding achievement.

Parents are happy with the provision; they see the school as a caring Catholic community with a leadership team that cares for their children.

### a) Key strengths of the school

- Visitors acknowledge the warmth of the welcome that they receive.
- The quality of the relationships and the welcome the school gives are outstanding.
- There is a cohesive system for keeping the community informed through RE newsletters.
- The inclusion of the community in a range of school activities e.g. the Lenten soup lunch for CAFOD.
- The many achievements, charitable enterprises and support for the wider community.
- Children display leadership skills at all levels.
- The school environment is well maintained and supports the mission of the school.
- The leadership team is effective, ensuring high expectations in all aspects of school life.
- Governors 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 context.
- The school's active involvement with the local cluster of Catholic schools and its commitment to the diocese and diocesan events.
- Its involvement with the Primary Catholic Partnership, not only in providing placements for students, but also in taking a significant role in the training of student teachers.
- 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 maintain the status of religious education within the school.
- There is a clear process for the induction of new staff.
- The quality of the prayer area.
- The involvement and quality of the children's collective worship, which they plan and deliver.
- Pupils have respect for their teachers and are immensely proud of their school and their achievements.
- The role of the 'Solution Seekers', as peer mentors in the school.

b) Key areas for development

The RE leader now has a clear understanding as to the next steps to improve.

- To improve the use of learning intentions, to secure impact.
- To develop more fully behaviour expectations with all members of the school, to encourage self-awareness, self-discipline and behaviour management strategies.
- To develop further the leadership and management of RE, developing strategic planning and support in the use of learning intentions and outcomes for all groups, in the lessons and over time.

c) Progress since the last validation

- The mission of the school is now lived out in all areas of school life.
- The leadership team is now established.
- There is a process in place for the monitoring and evaluation of teaching and learning and it is contained in the RE leader's strategic plan.
- The self-review process now involves the governing body and the leadership team.
- Training and development for the RE leader has taken place.
- The behaviour of pupils is good.

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. Forty-seven responses were received out of a possible 153.

From the responses given in the questionnaire, the parents feel they are welcomed by the school and that they are kept well informed of what their children are learning in RE. They recognise and appreciate the level of commitment that the leadership team has for the religious life of the school and for raising standards. They value the opportunity to worship with their children and feel that they are well supported by the school, which develops links with the home, school and parish. They agree that the school provides opportunities for pupils' spiritual and moral development and say that their children are happy at school. The majority of the parents feel that the school is a supportive caring Catholic community and a significant number of parents are happy with the RE work children do at home. It is evident that the parents feel welcomed by the school and appreciate the opportunity to participate in the various liturgies that are provided by the school, which involve the whole community.

Overall, the responses were very positive and echoed what the validators saw during the validation: that the children at St Anthony's school are happy, safe and live out the school's mission.

# THE SCHOOL AS A CATHOLIC COMMUNITY

## WHAT THE SCHOOL SAYS

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

### Key strengths identified by the school

- The School's Mission Statement was completely reviewed by all members of the school community in September 2010 and it heads up all RE boards and is reflected within all school policies.
- The front office has been re-organised so that all staff are facing the front desk. Systems for welcoming and identifying visitors have been updated. Parents have reported that the staff are very welcoming and helpful.
- The recent parent questionnaire reported that parents were 'highly positive about the school, praising the teachers, the family atmosphere and school leadership' – Ofsted 2011.
- The school handbook has been completely revamped by the Deputy Head, and an induction process for newly appointed staff has been embedded.
- New parents receive a copy of the School Brochure and all parents attend a 'meet the teacher' evening in September.
- 'The effectiveness of the school's promotion of equality is outstanding...' – Ofsted 2011
- The school grounds are attractive and well maintained, as is the school building, which often receives comments for its well-ordered, bright and colourful environment, with displays completed to a high standard.
- From the July 2011 parent questionnaire, a very large majority of parents felt that their child enjoyed school, play time and lunch time.

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

To continue to extend the role of, and embed the Pupil Council within the school community (2012 – 2013)

## VALIDATORS' JUDGEMENT

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

### Key strengths

*St Anthony's is a school that extends its welcome to all community members. It knows its community well and works effectively to support and cultivate the Catholic ethos.*

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.
- All members feel welcomed and valued.
- The inclusive approach to fulfilling its mission and the commitment to living it out on a daily basis.
- The way children take on roles of responsibility easily and with confidence.
- The well-cared-for physical environment of the school buildings and grounds.
- The well-maintained and attractive environment and display make explicit the Catholic nature of the school.
- The induction of parents and pupils into the school.
- The regard in which the parents hold the school, which they see as a caring Catholic community, where they are made to feel welcome and their children are happy.

### Areas identified for development

The validators agree with the school on the identified area for development.

## WHAT THE SCHOOL SAYS

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

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

- The recent parent questionnaire reported that parents were ‘highly positive about the school, praising the teachers, the family atmosphere and school leadership, and that parents felt that ‘the staff work extremely hard to ensure all children get the best’, – Ofsted 2011.
- Ofsted reported – ‘The school is very well led, and the head is ably supported by her deputy and assistant head’.
- The Ofsted Inspection reported that governors were outstanding for their service to the school.
- The parish priest and the pastoral assistant are highly involved in leading masses, liturgies, reconciliation services and days of reflection for staff and pupils. They are a great support to the school.
- 100% of staff stated that they were proud to be part of St Anthony’s on the Ofsted 2011 staff questionnaire.
- The dedicated hard work of the ‘Academy Team’ lead the school to gaining Academy status.
- The leadership team has worked with the SIP on developing the leadership skills and teamwork of the SLT.
- The Head Teacher leads children in Monday prayers and children and parents in saying The Rosary during October.
- During SLT meetings, the leadership team regularly review aspects of the self-review process.
- Staff are regularly sent on courses to help them further their development and to help support them in areas of need – Staff meetings are used for this too.

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

To embed individual staff record keeping on staff development (March 2012- March 2013)

## VALIDATORS’ JUDGEMENT

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

### **Key strengths**

*The leadership team in the school is committed to upholding and developing its Catholic identity and ethos and in ensuring that this is at the heart of all they do.*

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 deputy headteacher.
- 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 pupil council.
- The enjoyment that the children display in their roles of responsibility.
- The support given by the governing body and its commitment always to seek ways to improve.
- The inclusive and comprehensive approach to completing the diocesan self-review.

### **Areas identified for development**

The validators agree with the school on the identified area for development. The school should consider having an impact statement forming part of the record.

## WHAT THE SCHOOL SAYS

SECTION A3: The wider community	Outstanding	Good	Satisfactory	Inadequate
			✓	

### Key strengths identified by the school

- Members of the parish are invited into school for all masses and Nativity and Easter concerts, and the school leads the Christmas carol service at St Margaret Mary.
- The Head Teacher and priests meets regularly with the Southampton Cluster of Catholic Heads and they have now formed a loose federation. They provide learning walks at each other's schools.
- St George's and St Anne's (Catholic Secondary Schools) visit the school to speak with Year 5 pupils, and to support pupils and teachers with the teaching of science and maths.
- The School has raised a considerable amount of money for various local and international charities. We are currently raising money for an African Orphanage Project, in order to help them build a hall in which to feed their orphans.
- The School always attends the Good Shepherd Mass at the Cathedral.
- The Head and the Deputy attend Diocesan events.
- Each summer the school hosts the Boomerang Bible Club which is organised by the local church communities.
- The nuns from Park Place come and support us in making curry and Indian dancing to support our curriculum.
- The local Cubs, Scouts and Football club use our grounds in the evening and on Saturday mornings.
- The church used our site for their annual Parish Supper, and in 2010, used our site for their Christmas bazaar.

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

Continue to raise the balance of the money for the Dominican sisters in Africa for their hall for the orphans (2012).  
Continue to develop links with other faith leaders (Sept 2011-Sept 2012).

## VALIDATORS' JUDGEMENT

SECTION A3: The wider community	Outstanding	Good	Satisfactory	Inadequate
	✓			

### Key strengths

*Validators believe the school's work in developing and maintaining links with the wider community to be outstanding.*

Validators commend the school for the following:

- Its commitment to the diocese; the school sees itself as a diocesan school and works effectively within its cluster.
- The key role that the school has played in providing training and placements for student teachers of the Primary Catholic Partnership for School Centred Initial Teacher Training.
- The work of the school in fund-raising for a variety of local and national charities and in raising pupils' awareness of global issues, particularly raising money for the African Orphanage project.
- Being active in its support for other schools and the diocese.
- For being a source of support to the community it serves.
- The way in which the school prepares pupils for their roles and responsibilities in the school community and in the wider community.

### Areas identified for development

The validators agree with the school on the identified areas for development. The school may wish to consider further links between the children in Africa and the children at St Anthony's.

## 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

- St Anthony's is a happy well run school...and is a very caring school, with a high standard of education in all areas – Ofsted 2011.
- We send out an RE newsletter each time we begin a new theme.
- The Parish Priest and Pastoral Assistant train newly appointed staff in leading lessons, prayer and masses in school.
- The 2 NQT's last year attended the RE courses run by the diocese, one of our NQT's converted to Catholicism.
- The Head Teacher is highly involved in the PCP SCITT.
- The deputy and assistant lead the PCP SCITT on training days at our school, and at the PCP base.
- The RE subject leader writes development plans for the subject.
- The RE Policy was reviewed by the Head, Deputy and Governors in July 2009; it is due for review in July 2012.
- RE Planning is completed to a high standard and children make good progress in RE.
- Monday morning prayer has a high status in the school, and the children have stated in Pupil Conferences that they enjoy how peaceful Monday Prayers are.
- Assessment of RE has been implemented in the school, and is becoming deeply embedded in the curriculum.
- Helena Pickering completed some training with the staff in March 2011 to further embed good practise in RE.

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

To develop staff prayers in the school (Feb 2012)

### VALIDATORS' JUDGEMENT

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

#### Key strengths

*Validators agree with the school that the leadership and co-ordination of religious education are good.*

Validators commend the school for the following:

- The display boards, which demonstrate cohesion and commitment to the current topic, helping the pupils to recognize and develop their understanding of the relevant vocabulary and learning.
- The progress and developments since the last validation in almost all areas.
- The induction pack and training for new staff, which ensures that they understand the context and expectations of the school.
- The comparable data for literacy and RE assessment, demonstrating that the attainment is at least good and usually outstanding.
- The on-going commitment to regular staff development to improve teaching and assessment in RE.
- The RE action plan, which has resulted in some effective changes across the school.

#### Areas identified for development

The validators agree with the school on the identified area for development and recommend that the RE leader should consider:

- Undertaking further leadership training;
- Developing a strategic plan, which considers the impact of the actions and developments.

## WHAT THE SCHOOL SAYS

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

### Key strengths identified by the school

- Differentiation is planned for in RE lessons, to ensure all children make good progress.
- Good progress is made in RE – see levels.
- Regular RE work scrutinies show that books are of an excellent standard, neat and well looked after.
- The work in the pupils’ books and observations on the day show children are given a variety of learning activities to enable them to demonstrate what they know and understand.
- Pupil conferencing shows that children are very insightful when it comes to RE, and have a great knowledge.
- Behaviour in our school is good. Children are excited by the curriculum and lessons, and this enthusiasm often means they work slightly above a ‘working buzz’ noise level.
- Learning support assistants are deployed effectively to support learning in the school.
- The marking in books enables pupils’ learning to be developed further, especially as staff have been focusing on pupils responding to marking.

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

All staff to develop a RE recording keeping book of children’s verbal responses and insights (Sept 2012)  
 Develop extra challenge/trip for the able RE children (July 2012 – Dec 2012)  
 Continue to embed RE assessment (Continuous)

## VALIDATORS’ JUDGEMENT

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

### Key strengths

*Validators agree with the school’s assessment that attainment and progress in religious education are good.*

Validators commend the school for the following:

- The interesting and motivating RE activities provided for most pupils.
- The relationship with the parish and parish priest, which facilitates additional opportunities and experiences.
- The behaviour management systems, resulting in good behaviour from pupils.
- The effective monitoring of RE lessons, pupil conferencing and work sampling, showing the attainment and progress to be consistently good, with some outstanding achievement.

### Areas identified for development

The validators agree with the school on the identified areas for development.

## WHAT THE SCHOOL SAYS

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

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

- The Head/Deputy has observed all staff teaching RE/Collective Worship and the overall quality of the lessons has been graded as good.
- The RE books are of a high standard, which shows how important RE is in our curriculum.
- Planning is of a high standard, we now plan on a specific proforma and note differentiation.
- The quality of the learning environment is excellent. Displays support the children's learning. Current RE themes are displayed in all classrooms and each class has a well presented prayer table with appropriate symbols.
- The assessment has grown in the school. We implemented levelling by initially carrying out assessments of four units, which has grown to six units this year.
- RE is the first subject reported on, on our school annual formal report for children. This reinforces how important RE is to us.
- The learning walk completed at our school by Head Teachers in our Catholic Cluster, showed how impressed they were with the quality of RE in our school, and our school prayer area.

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

To complete a bi-annual learning walk around the school focused on RE, and action any matters arising from this, and celebrate the strengths (July 2012 onwards).

## VALIDATORS' JUDGEMENT

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

### **Key strengths**

*Validators agree with the school's judgement that the quality of teaching is good.*

Validators commend the school for the following:

- Regular and accurate monitoring of RE teaching.
- Using a range of processes to assess the teaching across the school accurately.
- The school's commitment to developing the teaching staff in their RE understanding and teaching.
- On-going staff training and development of RE.
- The work in the books and observations on the day show that children are given a variety of activities to develop their understanding in RE.

### **Areas identified for development**

The validators agree with the school on the identified areas for development and recommend that the RE leader should consider:

- Staff training and planning time for learning intentions and learning activities for all groups.

## SPIRITUAL AND MORAL DEVELOPMENT

### WHAT THE SCHOOL SAYS

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

#### Key strengths identified by the school

- Each classroom has a well-developed prayer focus area.
- Pupils have regular opportunities for prayer and reflection during daily acts of worship.
- Penitential services in Lent and Advent highlight these liturgical seasons as a time of personal renewal and growth, and are well organised by the Parish Priest, and are attended by 4 priests to hear the children's confessions.
- The Parish Priest and Pastoral Assistant organise and lead a staff day of reflection, and a Year 6 day of Reflection.
- For each RE unit, the resources for the 'other religion' is always ordered for us from the Inter-Cultural Centre.
- The Head went on course for developing meditation prayer with the children.
- Pupils in upper Key Stage 2 lead some of the class collective worships.
- The Parish Priest is very supportive of the school. He plans exciting masses for the children that stimulate and draw them in to Liturgy. He shows great support for the staff (came in to school during the Ofsted visit to help calm staff nerves).
- Parents and Parishioners are invited to all school masses and religious productions. Parents/grandparents join the children in 'before school' prayers during October for the Rosary.
- Pupils are reflective and thoughtful during prayers, helping them to develop their own prayer.

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

To create a prayer garden within the school grounds (2012-2013)

### VALIDATORS' JUDGEMENT

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

#### Key strengths

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

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

- The range and quality of the worship in the school; for example, class Masses and liturgies, reconciliation services, Stations of the Cross, May procession and the work of the leadership team in ensuring that 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 ensure that provision is of the highest quality.
- The involvement of the children in planning and delivering their own collective worship.
- In the worship observed on the day of the validation, the children experienced quiet reflection and participated appropriately in the hymns and prayers.

#### Areas identified for development

The validators agree with the school on the identified area for development.

## WHAT THE SCHOOL SAYS

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

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

- Each week, a child from each class is chosen as the St Anthony's super star. This award is given to the children who have been the best example of living out the school mission statement that week. Their names are published in the weekly newsletter.
- The anti-bullying policy (reviewed March 2011) and behaviour policy (reviewed May 2011), have been made child friendly by the able artists. These are displayed in each class.
- A team of children have been trained as solution seekers who help children on the playground reconcile their differences.
- Every Friday, we have a Celebration Assembly where children's hard work and talents (from in and out of school) are recognised and celebrated.
- Three of our staff members go to Lourdes each year with the HCPT (Catholic) charity, where they take very ill and disabled children away on a week's pilgrimage.
- The July 2011 survey showed that a very large majority of children enjoy school and feel safe at school.
- Our school has soup lunches on Fasting days, which teachers, parents and the Parish Priest attend with the children.
- Our Year 6 children have the opportunity to take part in a pre-cursor to the D of E award known as the Civic Award.

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

Involve parents in the behaviour policy planning (May 2012)

## VALIDATORS' JUDGEMENT

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

### **Key strengths**

*St Anthony's offers its pupils, staff and parents the opportunity to support a wide range of charities. Pupils are able to make right choices and the 'solution seekers' strategy helps to bring about reconciliation and conflict resolution.*

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

- The mission of the school, which is clearly experienced by all.
- The quality of the relationships.
- The good behaviour of the pupils.
- The systems and structures for rewards and sanctions.
- The celebration of achievement, which positively promotes pupils' confidence and self-esteem.
- The pastoral care offered to pupils by all staff.
- The clarity of Christian values, which guide and inform behaviour and policies.
- The involvement of pupils in support and care for others, through giving to charities.
- The pupils respect and response to the staff.
- The excellent 'solution seekers' strategy.

### **Areas identified for development**

The validators agree with the school on the identified area for development and recommend that they consider developing parents' understanding of the sex and relationships provision at St Anthony's.

## SOURCES OF EVIDENCE FOR THE VALIDATION

The following actions formed the validation process:

Two validators spent a morning in school. Touring the school with the headteacher, followed by a meeting with the headteacher, RE manager, governor and meeting with some staff and the parish priest. Time was spent discussing the schools' self-review report and gathering evidence.

Responses to parental questionnaires were analysed: 153 questionnaires were given out and 31% were returned.

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 whole school and one class act of collective worship;
- four RE lessons were observed.

Interviews and discussions were held with:-

- the pupil council;
- parents;
- a governor: chair of curriculum committee;
- the parish priest; and
- the RE manager.

Feedback was given to the headteacher and deputy headteacher, who is also the RE leader, at the end of the validation visit.

### Conclusion

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. It was both a pleasure and a privilege to be part of the process.