

## 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>	Our Lady and St Joseph Catholic Primary School
<b>ADDRESS</b>	Ramley Road Pennington Lymington SO41 8GY
<b>URN</b>	116378
<b>CHAIR OF GOVERNORS</b>	Mr Mark Allies
<b>HEADTEACHER</b>	Mrs Kirstie Richards
<b>NAMES OF VALIDATORS</b>	Mrs Jacqueline Davies Mrs Sarah Matthews
<b>DATE OF THE VALIDATION VISIT</b>	13 <sup>th</sup> November 2012

## Information about the school

Number of pupils on roll	107
Number of boys	50
Number of girls	57
Number of statemented pupils	1
Percentage of Catholic pupils	66
Number of teaching staff	6
Number of support staff	13
Percentage of Catholic staff	37

Our Lady and St Joseph Catholic Primary School is set in attractive grounds, which the headteacher has developed considerably in the short time since her appointment. It is in a relatively advantaged residential area, just outside Lymington, in the New Forest. There are 107 pupils on the school roll, which is smaller than the average primary school. Of these 66% are Catholic, 21% are of other Christian denominations and 13% are pupils from other faith traditions.

The socio-economic make-up of the school population is changing with the increase of children with English as an additional language, from 0% in 2009 to 16 % at present and that is rising. Fifty percent of the teaching staff and 37% of the whole staff, who work in the school, are Catholic. The pupils attend from a wide catchment area. After leaving Our Lady and St Joseph in year 6, many travel substantial distances to continue their Catholic education in Bournemouth or Southampton.

## The school's effectiveness in providing Catholic education

Our Lady and St Joseph School is improving rapidly, knows its community well and provides strong leadership by the headteacher, ably supported by her leadership team and governors. The aspiration and vision of the headteacher in providing a Catholic education, where everyone is valued and all pupils have a voice, is to be commended. Parents are aware of initiatives and developments in the school and are supportive. They appreciate the efforts the school goes to, ensure that religious education (RE) has a high profile and believe the school to be a caring Catholic community, where their children are happy.

The hardwork, commitment and enthusiasm of the RE manager and her efforts to support and raise standards in religious education are evident. All staff are committed to developing greater confidence and expertise in the subject, through continued professional development.

The mission of the school is clearly experienced by all; its influence is visible in the relationships that exist in the school.

The pupils' behaviour in and around the school is exemplary and they respect, respond to and hold their teachers in high regard.

### a) Key strengths of the school

- The visionary leadership of the headteacher who proactively drives school improvement forward within a Catholic context, supported by the leadership team and governors.
- The headteacher's accurate assessment of the school.
- The use of the strategy 'Together everyone decides' (TED) in the development of the school; the way in which the children use this strategy and the confident use of their leadership skills to work collaboratively are to be commended.
- The engagement of all pupils during RE lessons.
- The quality of the relationships and the welcome the school gives.
- The school environment, which is well maintained and where prayer areas are given a high profile.
- The school's active involvement with the local cluster of Catholic schools and its commitment to the diocese and diocesan events.
- The involvement of the parish priest, supporting the mission of the school.
- The respect that pupils have for their teachers and are immensely proud of their school and their achievements.

### b) Key areas for development

- To create a timetable for the self-review process and for revisiting the mission statement.
- To ensure that learning intentions and success criteria are shared with the children.
- To ensure that there is a range of differentiated work evidenced in the books.

### c) Progress since the last validation

The school has had a change of headteacher and 75% of the staff has changed. Since her appointment the headteacher has implemented a number of key strategies that have had a positive impact on the development of the school.

The mission has been revisited since the previous validation and the new headteacher plans to revisit this again.

The RE manager is relatively new and has fully accessed all training organised by the diocese.

d) Summary of parents' views of the school

Forty of the completed parent questionnaires were returned to the school, which is approximately 54% of the 75 handed out. The majority of these parents are very supportive of the school and the Catholic education provided for their children. All feel that they are made to feel welcome by the school and think that their children are happy and the vast majority regard the school as a caring, Catholic community. A small minority of parents would like to see improved links with home, school and parish, but all feel welcome and encouraged to participate in the worshipping life of the school and that there are adequate opportunities for the pupils' spiritual and moral development.

One parent commented: "This is a delightful and happy school, where it (RE) is portrayed through childrens' involvement. Well done Our Lady and St Joseph."

# 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 Lady and St Joseph is a vibrant and caring community that lives its mission statement.
- The school is a very welcoming community and this is frequently commented on by visitors. It has a strongly Catholic ethos and prayer, worship and spirituality are part of everyday life.
- The school's Catholic ethos and vision is reflected in key policies and documents e.g. school aims, prospectus, school improvement plan and weekly school newsletters.
- Our RESPECT code is an important feature of our school and helps everyone to live a life influenced by Jesus.
- There are displays which reflect the Catholic nature of the school and our focus on social justice and the need to understand the wider world.
- All staff new to Catholic education has attended the course run by the diocese.
- We have active pupil voice in our TED teams with children responsible for influencing the Teaching and Learning, Welfare, Environment and Sport in the school.
- The school is a happy community. All staff feel valued and involved in the life of the school and is committed to its vision, mission and aims.
- The school ethos demands unconditional positive regard for all.

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

- Develop our induction process to ensure it supports all staff in developing the spiritual dimension of teaching and ensuring all opportunities are taken for this.
- Strengthen the links with parish priest and all parishes and ensure the school is central to the spiritual life of the parishes.
- Deepen understanding of the mission statement by using its wording wherever relevant
- Explore the possibility of teaching Polish as a modern foreign language or running a Polish club to embrace the Polish community.

## VALIDATORS' JUDGEMENT

SECTION A1: The school community	Outstanding	Good	Satisfactory	Inadequate
		√		

### Key strengths

*Our Lady and St Joseph knows its community well and has worked tirelessly to ensure that all are welcome.*

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 inclusive approach to fulfilling its mission and the commitment to living it out on a daily basis.
- The well-maintained physical environment of the school buildings and the quality of central displays, all of which contribute to create a learning environment that is reflective of the school's mission.
- The regard in which the parents hold the school, which they see as a caring community, where they are made to feel welcome and their children are happy.
- The inspirational creation of TED teams and the children's involvement, which pervades all aspects of school development.
- The children know their school well and are proud of their involvement and achievement.
- They recognise the importance of their 'voice' and use it successfully to bring about change.

### Areas identified for development

The validators agree with the school to strengthen links with the parishes and priest, but suggest they may wish to consider revisiting the mission statement to celebrate the changes, to include the new recent school developments and staff changes.

## WHAT THE SCHOOL SAYS

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

### Key strengths identified by the school

- We all ensure that Christ and the child remain central to all decision making and underpin all that we do.
- The vision for the school is centred on its distinctive Catholic nature developed by all staff and governors and is subscribed to by all members of the community.
- Parents, pupils and new members of the community are inducted into the school ethos and the vision is shared through worship, newsletter, role modelling and key documentation.
- New systems to monitor RE teaching, books, progress and acts of Collective Worship, ensure RE has as high a profile
- RE leader is keen to develop her role as a leader guiding others and ensuring RE is taught effectively in school.
- Training has been prioritised to ensure everyone is well equipped to deliver high quality RE lessons.
- The commitment of the governing body to the centrality of RE in the life of the school is clear through involvement in school life, organisation of teaching opportunities and monitoring of RE. The RE governors give good service to the school and are beginning to support the self-review process.
- Catholic life of the school and RE are now forming a key part of the staff development. An annual training day, centred on an aspect of Catholic education is usually held with the local cluster of schools The children take responsibility and hold leadership roles in the school e.g. TED teams, Buddy leaders, Buddies and Junior Librarians.

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

- Create a working party for self-review in RE (comprising governor, RE governor, RE Leader, parent and staff rep) – Autumn 2
- To plan an induction pack and welcome from priest for all new staff and governors – December 2012
- Improve the quality of staff training and plan this strategically – Autumn 1

## VALIDATORS' JUDGEMENT

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

### Key strengths

*Our Lady and St Joseph is a school with a skilled and developing leadership team, who now need time to consolidate new initiatives and developments.*

The validators agree with the school's judgments and commend the school for the following:

- The headteacher is driven to achieve success for all and has a clear vision for the school and her model of leadership exemplifies the school's vision and purpose.
- The leadership team of the school is effective and all members of the school understand the drive for improvement and all feel valued.
- There is a range of monitoring activities and self-evaluation to ensure high aspirations and success for all.
- The leadership team and governors are committed to improving the school and pupil outcomes.
- The staff are committed to improving outcomes for all and effective training and support has been given to develop staff potential.
- The leadership team is committed to enhancing staff training, in order to support the development of RE.
- The school takes full advantage of the training and development opportunities organised by the diocese.

### Areas identified for development

The validators agree with the school that they should develop a more robust self-review cycle and form a strategic overview of monitoring, evaluating and reviewing teaching and learning, along with staff training and development.

## WHAT THE SCHOOL SAYS

SECTION A3: The wider community	Outstanding	Good	Satisfactory	Inadequate
			√	

### Key strengths identified by the school

- The school is working hard to develop links with the local parishes. Parishioners are invited to be volunteers in school and we are developing a Friends of the School rather than PTA to encourage the links and mutual co-operation between parish and school.
- There are high levels of parental attendance at school liturgies and liturgies at the Church in Lymington, New Milton and Milford.
- The school actively supports charities including Cabrini and Cafod as well as developing links with a community in Uganda where we send books, clothes and money and have regular communication. The social justice message is important to us. We also support the local basics bank and Oakhaven Hospice with whom we have excellent links. Aid is offered through prayer as well as monetary and practical support.
- There is a good and positive relationship between Our Lady and St Joseph Catholic Primary School and the Diocese e.g. the children attend the annual Diocesan School's Mass and the school is a founder member of the PCP Scitt and participate in training new teachers.
- There exist strong links with the local Catholic cluster of schools, sharing an annual staff inset centred on the religious dimension of school life. We have links with the Catholic secondary school for pupils particularly in sports.
- Prayer books are sent to the church in Lymington regularly e.g. Prayers for the sick and prayers for Remembrance last year.

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

- Increase opportunities for shared liturgies and social events through a plan for the year (SIP 2012 13) – Autumn 1
- Make a link with a Catholic school in a contrasting part of the country so that the children can develop their understanding of the richness and diversity of our country – Autumn 2.

## VALIDATORS' JUDGEMENT

SECTION A3: The wider community	Outstanding	Good	Satisfactory	Inadequate
			√	

### Key strengths

*Our Lady and St Joseph is a school with a community, who value the relationships that exist within the parish and wider community and wish to develop those links further.*

The validators agree with the school's judgments and commend the school for the following:

- Being active in its support for other schools and the diocese.
- The strong links that exist between the local Catholic cluster, both at primary and secondary phase.
- The positive and supportive link that exists between the school and the PCP SCITT partnership.
- The way in which the school prepares pupils for their roles and responsibilities in the school community and in the wider community, through TED, which is a strength of the school.
- The support for charities, its national and developing international links, preparing pupils for global citizenship.
- The respect that the pupils have for one another and their communities.

### Areas identified for development

The validators agree with the school to increase opportunities for shared liturgies and they should also consider ways to involve the parishes.

# 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

- Governors and the leadership team have a shared vision of the central role of RE in the school. All the school are very aware that RE is a core subject.
- Leadership of the subject is improving and the Headteacher and RE leader are determined that standards in the subject will improve both in teaching and the quality of children’s work.
- Governors are kept informed of developments in RE in the Teaching and Learning committee and through the involvement of the RE governors who are in school regularly and join RE lessons, monitor books and planning.
- The school accesses training available for staff from the Diocese including new teachers to the diocese induction day this year.
- RE is central to school improvement planning and is central to the school self evaluation cycle. All teachers are observed annually teaching RE and leading worship.
- Parents are given opportunities to come and share children’s work every half term and to discuss progress in the autumn and spring parents’ evenings and RE will be included on the progress reports from November.
- RE is included in curriculum newsletters to keep parents informed of their children’s learning.

### Areas identified for development

- Target books for RE to ensure children know how to improve their work – Autumn 2
- Greater focus on support for planning of RE lessons to ensure all lessons are good or better (increased monitoring of lessons books and progress for triangulation of judgements SIP 2012 13)
- Training for RE– Autumn 1
- RE included on progress reports before Nov and March parents’ eves.

## VALIDATORS’ JUDGEMENT

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

### Key strengths

*Leadership and co-ordination of RE at Our Lady and St Joseph are improving and with key developments in place, are now set to improve further.*

- The school has a shared vision of the special role of religious education in the school.
- ‘God Matters’ is fully integrated throughout the school on a two year rolling programme, to allow for the vertical grouping in the school.
- The RE manager undertakes work scrutinies and lesson observations.
- There is an RE Policy in place.
- The learning environment supports the RE curriculum.
- The RE manager is determined to maintain and improve the profile of RE in the school.
- There is a clear vision for the future of the subject amongst the senior leadership team.

### Areas identified for development

The validators agree with the school’s suggestion that the role of the RE manager focuses on raising standards and improving the quality of teaching, through shared planning and continued, rigorous monitoring, analysis, peer-observation and feedback.

## WHAT THE SCHOOL SAYS

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

<b>Key strengths identified by the school</b>
<ul style="list-style-type: none"> <li>• The staff are all committed to improving the quality of the RE teaching and assessment to ensure that it always engages and challenges the children.</li> <li>• The quality of display work the children produce in response to RE is teaching is very good showing their high levels of engagement.</li> <li>• The quality of discussion, particularly in KS2 but across the school, is excellent with children showing a good level of understanding of complex issues and insight. This now needs to be accompanied by higher quality work with greater differentiation so the work always meets the needs of all pupils.</li> </ul>

<b>Areas identified for development by the school</b> <i>(include timescale for action)</i>
<ul style="list-style-type: none"> <li>• Improving the quality of teaching so it is consistently good – by Spring</li> <li>• Improve quality of marking so that it is formative helping move the children’s learning forward – by spring</li> <li>• Quality of work in books needs to be consistently high quality – from 2<sup>nd</sup> half term Autumn</li> <li>• Develop the multi faith aspect of RE lessons by devoting one day per half term to a different faith so the whole school is focused on it. This will make it possible to link with festivals and to ask for visitors or organise visits to places of worship.</li> <li>• Develop the children’s self assessment using the unit covers as a basis for this so they know what they need to do to.</li> </ul>

## VALIDATORS’ JUDGEMENT

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

<b>Key strengths</b>
<p><i>The validators agree that the standards of religious education are improving and that the pupils enjoy their RE lessons and are keen to talk about their learning.</i></p> <p>The validators commend the school for the following:</p> <ul style="list-style-type: none"> <li>• Behaviour is of a very good standard during lessons.</li> <li>• Positive relationships are a strong feature of the school.</li> <li>• Work sampling showed that children are working at appropriate levels and generally making progress.</li> <li>• Children demonstrate an enjoyment of RE and engage readily in this area of school life.</li> <li>• There is some evidence of well-presented, challenging work in some of the children’s books.</li> <li>• There is some evidence of the teaching of other faiths.</li> </ul>

<b>Areas identified for development</b>
<p>The validators agree with the areas identified by the school and suggest that in addition, teachers are vigilant, when explaining learning intentions and the steps necessary for success and that assessment of the children’s work is moderated regularly. The school should rethink how they can develop multi-faith provision.</p>

## WHAT THE SCHOOL SAYS

<b>SECTION B3: Quality of teaching</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>Teachers are now focused on planning and teaching RE lessons that are good or better. Previous monitoring shows that RE lessons have been generally good but work in books is not always differentiated effectively and the quality of the work does not always match that in Literacy. This term lesson observations show that 3 out of 4 lessons were good and 1 was satisfactory.</li> <li>Cross curricular RE teaching has allowed greater time to develop ideas and to produce quality work. This is particularly true in KS1 at Easter and Christmas.</li> <li>The importance of display in celebrating and stimulating RE learning is central to the school.</li> </ul>

<b>Areas identified for development by the school</b> <i>(include timescale for action)</i>
<ul style="list-style-type: none"> <li>RE teaching needs to be consistently good and focused on helping the children to develop in their understanding and to produce quality work.</li> <li>Ensure marking is formative and helps the children to improve their learning focused on the RE learning objectives.</li> </ul>

## VALIDATORS' JUDGEMENT

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

<b>Key strengths</b>
<p><i>On the day of the validation four lessons were observed. The quality of teaching of religious education in these lessons ranged from good to outstanding. When this good practice is firmly embedded the overall quality of teaching will improve rapidly.</i></p> <p>The validators commend the school for the following:</p> <ul style="list-style-type: none"> <li>Where good practice was observed, lessons were well-structured, with clear learning intentions and success criteria.</li> <li>Teacher subject knowledge was thorough, the pace was good and pupils were engaged and challenged appropriately, through differentiated activities, to ensure and enable progress in learning.</li> <li>Enthusiastic responses from pupils.</li> <li>Effective classroom management resulting in very good behaviour.</li> <li>Teaching assistants are well-deployed and support learning well.</li> </ul>

<b>Areas identified for development</b>
<p>The validators agree with the areas identified by the school and recommend in addition that, in order to improve the teaching of RE throughout the school, teachers should ensure, through careful planning, that all children are challenged and supported by regular provision of differentiated tasks and activities.</p>

## SPIRITUAL AND MORAL DEVELOPMENT

### WHAT THE SCHOOL SAYS

<b>SECTION C1: Spiritual 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>• Prayer and worship are an integral part of life at Our Lady and St Josephs. There are high expectations and a worship calendar with suggestions for daily worship ensures the liturgical year is honoured and children’s spiritual development is uppermost in the school day.</li> <li>• Children respond respectfully, thoughtfully and with sincerity to the wide variety of opportunities for worship offered in the school. A calm and spiritual atmosphere is created during acts of worship, which enable children to reflect on God’s message to each of them. Music, artefacts, power points, film and other resources are used to aid reflection and engagement.</li> <li>• The parish priest is developing his role as the school priest and we are working together to develop sessions which teach the children about the meaning of the Mass prior to a class Mass.</li> <li>• Spiritual development is integral to learning across all areas of the curriculum and opportunities to develop SMSC linked to our vision have been outlined in a document linking the two.</li> </ul>

<b>Areas identified for development by the school (include timescale for action)</b>
<ul style="list-style-type: none"> <li>• Provide more opportunities for children to plan their own liturgies and acts of collective worship</li> <li>• Create areas for quiet reflection and prayer around the school (e.g. little prayer station in the old library)</li> <li>• Develop a yearly timetable of involvement from the priest to ensure regular visits</li> <li>• Develop spontaneous prayer opportunities</li> </ul>

### VALIDATORS’ JUDGEMENT

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

<b>Key strengths</b>
<p><i>The opportunities for spiritual development within the school are developing and deepening; the headteacher is committed to providing opportunities for children to deepen and share their faith.</i></p> <p>The validators agree with the school’s judgments and commend the school for the following:</p> <ul style="list-style-type: none"> <li>• Opportunities exist for the children to develop their spiritual life.</li> <li>• The school community prays together and is sensitively inclusive when praying with those children from other faiths.</li> <li>• The community values the opportunities for worship and prayer.</li> <li>• The parish priest visits and celebrates with the school regularly.</li> <li>• Children pray and respond respectfully during prayers and collective worship.</li> <li>• The gathering at the beginning of collective worship is reverent and all children demonstrate that they are prepared for prayer.</li> </ul>

<b>Areas identified for development</b>
<p>The validators agree with the areas identified by the school and the school should consider further collective worship training, using diocesan support.</p>

## WHAT THE SCHOOL SAYS

SECTION C2: Moral development	Outstanding	Good	Satisfactory	Inadequate
		√		

### Key strengths identified by the school

- Pastoral care is a strength of the school. Expectations are linked to the missions statement and our RESPECT code helps to ensure we are all looking after one another and following the example of Jesus. Children show a good understanding of this and they have helped to define what respect actually is.
- Behaviour across the school is good. Children have a well-developed sense of right and wrong.
- Teachers and other adults provide a good role model for respectful and caring behaviour.
- The quality of support and guidance provided by the staff at all levels is good.
- The RE 'God Matters', our PSHE programme and assemblies all give opportunities to discuss concepts such as right and wrong, freedom and responsibility and forgiveness and reconciliation and justice etc.
- Children are given a variety of opportunities to take on responsibilities and they are very keen to support others in the wider community especially those who are less fortunate than themselves. They do this with a caring and respectful attitude.
- Moral development is explicitly developed in the school curriculum and opportunities in throughout the year.
- Our Family Link worker is excellent at giving the children time to discuss any issues and work through problems e.g. Friendship groups.

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

- Children to identify strengths and developments points in the Welfare TED Team to help improve the atmosphere of the school
- Children's weekly achievements to be included in the weekly newsletter
- Ethos walks for children and adults to identify any issues needing to be addressed

## VALIDATORS' JUDGEMENT

SECTION C2: Moral development	Outstanding	Good	Satisfactory	Inadequate
		√		

### Key strengths

***Relationships within the school are good; 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:

- The mission of the school is clearly experienced by all; its influence is visible in the relationships that exist in the school.
- The relationships that exist in the school are based firmly in Gospel values of trust, integrity, tolerance and love.
- The pupils behaviour in and around the school is exemplary.
- The pupils respect and respond to their teachers and hold them in high regard.
- They know the difference between right and wrong and understand what is expected of them.
- There is a range of sanctions and rewards, which the pupils know well. They enjoy earning their rewards and celebrate with one another.
- The TED strategy is celebrated and embraced by all members of the school.
- They take their roles as leaders seriously and appreciate that their voice is heard.
- They enjoy the fact they are consulted and trusted to be part of the school development decision making process.

### Areas identified for development

The validators agree with the areas identified by the school.

## 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 and RE manager, followed by a meeting with the headteacher and RE manager. Time was spent discussing the school's self-review report and gathering evidence.

Responses to parental questionnaires were analysed. (75 questionnaires were given out and 54% of these 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:-
  - a selection of children from the TED teams,
  - the RE governor,
  - the vice-chair of governors,
  - the headteacher.

Feedback was given to the headteacher and vice-chair of governors 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 that they received throughout the validation process. It was both a pleasure and a privilege to be part of the process.