

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 Paul's Catholic Primary School
ADDRESS	City Road Tilehurst Reading RG31 4SZ
URN	110006
CHAIR OF GOVERNORS	Mrs Catherine Woodhouse
HEADTEACHER	Ms Julia Feeney
NAMES OF VALIDATORS	Mrs Helena Pickering Mrs Louise Adams
DATES OF THE VALIDATION VISIT	24 th June 2013 4 th July 2013

Information about the school

Number of pupils on roll	327
Number of boys	165
Number of girls	162
Number of statemented pupils	1
Percentage of Catholic pupils	89
Number of teaching staff	18
Number of support staff	24
Percentage of Catholic staff	52

St Paul's Catholic Primary School is situated in the Parish of St Joseph, Tilehurst. It also serves the Parishes of English Martyrs and St James in Reading. This is a larger than average sized primary school. The majority of pupils are of White British heritage. Other pupils are from a range of ethnic backgrounds including Indian, Irish and African. The proportion of pupils who speak English as an additional language is in line with the national average. The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs is well below average. The proportion of pupils known to be eligible for free school meals, or in the care of the local authority, for whom the school receives additional funding (the pupil premium), is well below the national average. A high percentage of pupils in the school are Catholic, with only a small percentage of pupils coming from other faiths or no faith backgrounds.

The school's effectiveness in providing Catholic education

St Paul's is an example of an outstanding Catholic school community in action. It is guided by universally held Catholic Christian principles and the leadership team, led by the headteacher, model strong Gospel values. Faith is very clearly central to the life of the school and is evidenced everywhere.

Religious education (RE) is good with some outstanding features and is given high status by the school. The wide and varied range of strategies used to teach RE is enjoyed by pupils and helps to engage them in lessons. Pupils' knowledge and understanding of their Catholic faith increase, as they move through the school, demonstrating a deepening awareness of what they are being taught and providing a firm foundation.

All aspects of school life contribute to the outstanding spiritual and moral development of pupils. High quality worship is integrated into the life of the school and its positive impact can be seen in the words, attitudes and actions of its members.

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 quality and care of the physical environment that contribute to creating an attractive and purposeful school, especially the wonderful hall displays linked to the topics in 'God Matters'.
- How the children clearly love their school and value the support given and friendship shown to them by the staff, clergy and fellow pupils.
- The positive relationships with parents, who were effusive in their praise and recognition for all that the school does to promote the faith and sense of community.
- The commitment and vision of the headteacher in leading and developing the school.
- Staff morale is very high and belief in the school is shared by all staff.
- How the school ensures that RE is given a high status within the school.
- The quality of the 'big question books' and 'class books', which enhance children's deeper understanding of their faith.
- The accuracy of the school's self-review judgement on the quality of teaching.
- The opportunities for guided meditation given to every year group.
- The school and its grounds, particularly the Copse, which provide opportunities to develop awe, wonder and personal reflection.
- The use of prayer stones by all members of community to symbolise the sense of belonging to the family of Christ and the family of St Paul's.
- The exemplary behaviour of the pupils around the school, as they demonstrate politeness and care.
- The Golden Apple tree and the 'Wow' boards, which enable the school to celebrate achievements.

b) Key areas for development

- To provide training and practical workshops to enable staff to understand fully the levels of attainment in RE, so that they can be incorporated into planning all RE lessons.
- To ensure that all activities planned, match the learning intention for each lesson.
- To develop teachers' expertise in differentiation within lessons to ensure that all children are suitably challenged, so that attainment and progress are consistently outstanding.

c) Progress since the last validation

The school has undergone a lengthy process of reviewing the school's mission statement, involving consultation with all members of the community. The aim to produce a child-friendly version has been achieved and the children themselves have taken part in a competition to design a new logo. The final version of the new mission statement will be unveiled in July.

The self-review process is firmly embedded in the school's termly cycle of planning and evaluation. All staff and governors are fully involved in evaluating the progress of the school, in line with the diocesan validation judgement descriptors.

The school's own units on Mary and St Paul have been revised and are link seamlessly with the 'God Matters' programme.

The school continues to work hard to encourage parents to participate fully in the liturgical life of the school.

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, 61 completed questionnaires were received and analysed.

A very large majority of parents feel that St Paul's Catholic Primary School is a supportive, caring Catholic community, where they feel welcome and where their children are happy. Parents feel that the school provides good opportunities for pupils to develop spiritually and morally. They feel that the school communicates well with parents and welcomes them to take part in the religious and worshipping life of the school.

There were a range of responses regarding parents being informed about the sex and relationships education policy, with 37% of parents indicating a neutral response.

The majority of parents are satisfied with their children's standard of work in RE, but fewer parents strongly agree that they are kept informed about their children's progress in religious education.

The majority of parents felt that the links between home, school and parish are well developed.

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. Paul's is a warm, welcoming community where the spirit of the gospel and our faith in the Eucharist permeate all aspects of school life. The school aims for those entering the school to meet Christ and take Him with them when they leave. The school's vision is integral and evident in all aspects of school life. We are a fully inclusive school, where all groups, regardless of ethnicity, gender or needs perform above the national average.

Excellent relationships between adults and pupils foster love, confidence and trust and are central to the continuing success of our school. The evening for new parents helps to induct them into the school's ethos, through a presentation and participation in a welcoming liturgy. Across the school, we welcome children, parents and staff to our community through planned induction sessions by pupils and staff, buddy and mentor support, information sessions and social events.

Staff are inducted through a well-structured programme. NQTs and teachers new to the Diocese always attend induction training.

Visitors and parents frequently cite the strong Catholic ethos of care, guidance, support and welcome, the very good standards, the behaviour of the children and the school's inclusive nature.

The school has a very well established School Council which enables pupil voice. They have been involved in an array of school developments including a focus on the CAFOD food project which they are leading in school.

In recent years we have reviewed our house system to encourage more children to take up leadership roles.

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

Extend the opportunities for celebration of diversity in Lower school to KS2.

To arrange a visit to the synagogue accompanied by Fr. John and also to visit Hindu Temple, Sikh Gurdwara and Mosque

VALIDATORS' JUDGEMENT

SECTION A1: The school community	Outstanding	Good	Satisfactory	Inadequate
	√			

Key strengths

St Paul's is a school with Christ at its centre and where the mission to be 'united through Jesus in faith, love and learning' is a daily reality.

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 induction offered to new members of staff and the support offered by more experienced 'buddies'.
- The quality and care of the physical environment that contribute to creating an attractive and purposeful school, especially the wonderful hall displays linked to the topics in 'God Matters'.
- How the children clearly love their school and value the support given and friendship shown to them by the staff, clergy and fellow pupils.
- The exploration of the school's new mission statement, that has led to the production of a logo to share its meaning.
- The positive relationships with parents, who were effusive in their praise and recognition for all that the school does to promote the faith and sense of community.

Areas identified for development

Validators agree with the school's identified areas for development.

WHAT THE SCHOOL SAYS

SECTION A2: Leadership and management	Outstanding	Good	Satisfactory	Inadequate
	√			

Key strengths identified by the school

Leadership at all levels is excellent at striving to ensure that the Christian vision permeates all aspects of school life. The vision, centred on the distinctiveness of the Catholic school, is shared with and embraced by all staff and governors. Parents, pupils and new members of the community are inducted into the school ethos and such vision is shared through worship, newsletters, role modelling and key documentation. The leadership of the school is visionary and is an outstanding example of Christian leadership. The Headteacher is very well supported by the effective leadership team and knowledgeable and capable subject leaders. Leadership at all levels enables purposeful change, adaptability, care and high standards in all areas. Staff development is very good and all are encouraged to make full use of their potential. Staff feel valued, and take responsibility for maintaining standards and the continual development of the spiritual, emotional, moral and academic growth of all. Rigorous and effective self- evaluation processes involving all staff are central to the school's future direction .Children embrace the many opportunities they are given to develop their role as leaders. Governors recognise the promoting of the Catholic ethos is at the heart of the school and are committed to developing the faith of the children. Governors also commit themselves to share in significant school liturgies and supporting the teachers in the development of a school community which is Christ like in all ways. Governor's agendas from January 2013 will have "Catholic ethos and strategy" as their first section demonstrating the importance governors place on their role.

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

To continue to develop the governors' role in strategic planning and their understanding of the faith life of the school.

VALIDATORS' JUDGEMENT

SECTION A2: Leadership and management	Outstanding	Good	Satisfactory	Inadequate
	√			

Key strengths

The personal witness to the faith, provided by the headteacher, deputy headteacher and leadership team at St Paul's provides a strong vision and direction for the work of the school.

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

- The commitment and vision of the headteacher in leading and developing the school.
- How all members of the school community are valued.
- How all with a leadership role ensure that the Catholic ethos is at the heart of all they do.
- The commitment of the governors and clergy in supporting the self-review process.
- The access given to all staff to training provided for them by the diocese.
- The school's demonstration of commitment to self-evaluation and constant improvement.
- Staff morale is very high and belief in the school is shared by all staff.

Areas identified for development

Validators agree with the school's identified area for development.

WHAT THE SCHOOL SAYS

SECTION A3: The wider community	Outstanding	Good	Satisfactory	Inadequate
	√			

Key strengths identified by the school

The school is a pro-active member of the local diocesan family of schools and has a strong, mutually supportive partnership with the local Catholic community. The school has very good links with priests and local parishes and is committed to support the development of the pastoral areas of the diocese. Members of staff support sacramental programmes. The school is an active member of the Greater Reading Catholic Cluster of schools, which includes BHF, and regularly participates in sporting and musical activities as well as the annual Y6 residential trip to Wales. The school attends the annual Corpus Christi Mass at Mapledurham with schools from the Archdiocese of Birmingham. Y6 pupils attend a leavers' Mass at Douai Abbey with pupils from other Catholic schools. The Headteacher is very involved in the work of the Diocese and encourages members of the school community to contribute to and become involved in Diocesan initiatives. The Deputy head has recently trained as a Diocesan Validator. The school very actively supports CAFOD along with other global and national charities. The school has regular visits from the local CAFOD rep and draws upon its development education materials. Aid is offered through prayer as well as monetary and practical support. The school has made links with a school in the Bamenda Archdiocese, with both schools exchanging information about life in respective schools. The school has also benefitted from the chaplaincy work of Sr. Harriet from Nigeria. The school enjoys very good working relationships with neighbouring schools and we are involved in a variety of activities including challenge events for More Able, Gifted and Talented. Our community Room is used on a weekly basis for a Bumps and Babes session, led by a Community Health Worker for pregnant and new mothers. Bumps and Babes session, led by a Community Health Worker for pregnant and new mothers.

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

Develop international links to enhance pupil's awareness of global issues, similarities and differences. In particular to draw on the experiences of the different nationalities and cultures within our school community.
Develop stronger links with parish to have monthly family masses with children reading and singing in the choir.

VALIDATORS' JUDGEMENT

SECTION A3: The wider community	Outstanding	Good	Satisfactory	Inadequate
	√			

Key strengths

The headteacher is a key player in the development of the work of the Diocesan Department for Schools.

The validators commend the school for the following:

- Through the staff and governors, the school has a visible presence in the parishes of the pastoral area that it serves.
- The time and commitment shown by the clergy through their regular visits to the school, which has seen the development of excellent relationships and support.
- The awareness raised with children of the role they have to play in supporting others in need.
- How children are prepared for their roles and responsibilities in society.
- The commitment of the school in supporting the work of CAFOD, through fundraising and through the public speaking competition.
- The leadership of the headteacher, in service to the Diocese, in supporting diocesan schools.
- The school's active involvement with the Catholic and local cluster schools.

Areas identified for development

Validators agree with the school's identified areas for development.

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

Curriculum RE has a high status in the school. The role of RE underpins the ethos and direction of the whole school. The RE Leader works very closely with the Headteacher to promote the centrality of RE in the life and work of the school and that teaching and learning is vibrant, relevant and inspirational.

10% of curriculum time is dedicated to RE and the subject is well resourced in the budget. Parents are regularly informed of RE topics and themes through the school newsletter and web-site.

The Headteacher and RE Leader facilitating and providing RE INSET for staff has resulted in greater confidence and theological knowledge for all.

The school has fully embraced God Matters and rejoices in the fact that our children are being taught the Catholic faith. The RE Leader consistently demonstrates Christian leadership through high expectations of learning and behaviour, together with a true spirit of support and encouragement. She is actively involved in supporting planning throughout the whole school to ensure consistency and high standards and support for those new to a Catholic school.

Monitoring is focussed on the implementation of God Matters and the development of the 9 skills.

The Headteacher in her dual role of HT and Primary Consultant and the RE manager have observed RE teaching across the school.

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

Continue to develop the VLE to keep parents informed about children's learning in R.E.
To arrange after school staff meeting on the aims and goals of the Year of Faith led by Fr. John O' Shea

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 support given to newly qualified teachers to ensure that they are confident in their delivery of RE.
- The additional work carried out by the RE subject leader to ensure that all staff are confident to deliver the diocesan RE strategy 'God Matters', through presentations at staff meetings and one-to-one support with teachers.
- How the school ensures that RE is given a high status within the school. Ten percent of the curriculum time is devoted to the teaching of the subject.
- How the school ensures that all staff access training available from the Diocese or local cluster.
- The rigorous monitoring, which sets the direction for the subject.
- The ways in which parents are informed about RE within the school.

Areas identified for development

Validators recommend that the school provide training and practical workshops, to enable staff to understand fully the levels of attainment in RE, so that they can be fully incorporated into planning all RE lessons.

WHAT THE SCHOOL SAYS

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

Key strengths identified by the school

Pupils enjoy RE and attain high standards making exceptional progress in line with other subjects. In lesson observations, pupils demonstrate excellent concentration, enthusiasm, respect, perseverance and enjoyment of challenging activities. Objectives are communicated clearly at the beginning of lessons so that children understand what learning is to take place alongside the Success Criteria they need in order to achieve exceptional outcomes. Unfamiliar words and phrases are defined to aid understanding for all pupils. Children participate and behave well within a variety of different teaching and learning styles and are rarely off task. Pupils' work is objectively, constructively and rigorously assessed regularly both formally and informally by the class teacher and the RE Leader, who works with the whole school on pupil conferencing to inform planning. There is regular monitoring of books by the RE Leader and Literacy Co-ordinator to ensure quality of work and high standards. Attainment in RE is reported to parents. Staff have a Before You Begin (BYB) session before each topic to ensure they are confident with knowledge of key teachings and skills. Relationships are exemplary, making a significant contribution to learning. Teaching assistants are effectively used to support learning within the lessons.

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

To develop teachers' expertise in differentiation within lessons to ensure all children are suitably challenged so that attainment and progress is consistently outstanding.

VALIDATORS' JUDGEMENT

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

Key strengths

Standards in religious education are good. Pupils enjoy their RE lessons and take a pride in the work which they complete. One year 6 pupils commented: "I do my best work in RE."

The validators commend the school for the following:

- How the work in the pupils' books, on display and observed in lessons shows that they are given a variety of learning activities, to enable them to demonstrate what they know and understand.
- How the children from a young age have a detailed knowledge of Scripture.
- How the children value and enjoy RE. The presentation of their work is of a good standard.
- How the feedback through developmental marking enables children to reflect on their learning.
- The quality of the 'big question books' and 'class books', which enhance children's deeper understanding of their faith.
- How pupils' attitudes and behaviour in RE lessons enable good progress.
- How more able pupils are appropriately challenged with higher level activities, which encourage debate and higher level thinking.

Areas identified for development

Validators agree with the school's identified area for development. In addition they recommend that the school ensures that all activities planned, match the learning intention for each lesson.

WHAT THE SCHOOL SAYS

SECTION B3: Quality of teaching	Outstanding	Good	Satisfactory	Inadequate
		√		

Key strengths identified by the school

Teaching is consistently good with many lessons judged outstanding. In most classes, teaching is stimulating, imaginative and inspirational. Teachers with their excellent subject knowledge use many different strategies to encompass all learners and children enjoy their RE lessons, showing good concentration and participating fully, rising to challenges set. Children are beginning to be challenged to produce written work in a style of their own choice to best quantify what they have learned. Learning intentions are shared at the beginning of lessons so children are clear about what they are going to learn. Support is in place for the less able. Differentiated success criteria, encourages learners to extend their understanding. The quality of planning is outstanding due to the enthusiasm of the RE Leader and her dedication in continuing to support colleagues throughout the school. The Before You Begin sessions give staff an opportunity to ask questions about key teaching and skills to be taught. God Matters, its format and content continues to have a huge impact on the quality and the process of planning.

In most classes, instructions and explanations are clear and specific and are checked to ensure all pupils understand. The learning objective is shared at the start and key words are explored and explained. Children are encouraged to add to their learning by use of the Big Question book and by Philosophy for Children (P4C) sessions.

The learning environment is outstanding with areas both inside and outside the school contributing to a sense that God is at the heart of the life of the school.

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

To continue to monitor a whole school approach to assessment using Diocesan materials by July 2013 to support the drive to ensure that teaching and learning in R.E. is consistently outstanding.

VALIDATORS' JUDGEMENT

SECTION B3: Quality of teaching	Outstanding	Good	Satisfactory	Inadequate
		√		

Key strengths

The quality of teaching of religious education is of a good standard. On the day of the validation some elements of outstanding teaching were observed.

The validators commend the school for the following:

- The accuracy of the school's self-review judgement on the quality of teaching.
- Detailed planning with clear learning outcomes, that are shared with the children.
- Delivery that shows good subject knowledge of the teachers and teaching assistants.
- How a variety of teaching and learning styles were used to engage the pupils in their learning.
- Scripture was a central part to each lesson.

During the validation, five lessons were observed, including one outstanding lesson. Particular strengths included:

- The use of role play to reinforce learning objectives.
- The links to prior learning.
- The challenging tasks planned for more able pupils e.g. the big question – 'do all baptised people go to heaven?'

Areas identified for development

Validators agree with the school's identified area for development.

SPIRITUAL AND MORAL DEVELOPMENT

WHAT THE SCHOOL SAYS

SECTION C1: Spiritual development	Outstanding	Good	Satisfactory	Inadequate
	√			

Key strengths identified by the school

St. Paul's provides outstanding opportunities for all members of the community to develop their spiritual awareness in a variety of ways. The traditions and practices of the Catholic church provide the context for all aspects of school life, which enriches the worship and stimulates spiritual development. The school has embraced activities to celebrate the Year of Faith. Prayer and worship are an integral part of life at our school and all are given opportunities to worship in community. Children are regularly involved in the presentation of Masses and liturgies and are sometimes given opportunities to plan class worship. Every KS2 child is presented with a school prayer book to support knowledge and understanding of prayer. Parents are encouraged to join us at school for liturgies and Masses and also to share in the Sunday mass in their own parish community. Children approach times of prayer with reverence, respect and a sense of awe and wonder. A spiritual and calm atmosphere is created during acts of worship which enables children to reflect on God's message to each of them. Children are invited and participate in spontaneous prayer in both class and whole school worship. Opportunities for reflection on the presence and omnipotence of God around us are provided for throughout the curriculum. Spiritual development is integral to learning across all areas of the curriculum and the school has developed a strong emphasis on the creative and aesthetic aspects of the curriculum. Y6 pupils have a day of reflection at Douai Abbey and an evening of prayer during our residential trip. The Oratory and the copse provide opportunities for spiritual development as does the Christian meditation sessions in UKS2.

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

To investigate ways of encouraging more parents to participate in the liturgical life of the church and the school. (Ongoing)

VALIDATORS' JUDGEMENT

SECTION C1: Spiritual development	Outstanding	Good	Satisfactory	Inadequate
	√			

Key strengths

St Paul's offers pupils, staff and the local Catholic community a wide range of rich opportunities to help them deepen their personal relationship with God.

The validators commend the school for the following:

- The opportunities for guided meditation given to children.
- The way the children have shared their skills in meditation with students at Reading University and with elderly residents of a local care home.
- The hosting of a day of reflection for Eucharistic ministers.
- The school and its grounds, particularly the Copse, which provide opportunities to develop awe, wonder and personal reflection.
- The use of prayer stones by all members of community to symbolise the sense of belonging to the family of Christ and the family of St Paul's.

During the validation two acts of collective worship were observed. Particular strengths included.

- The time for reflection and meditation, the way children gathered, thoughtful and appropriate music, attitudes of pupils and the sense of spending quiet time with God.

Areas identified for development

Validators agree with the school's identified area for development.

WHAT THE SCHOOL SAYS

SECTION C2: Moral development	Outstanding	Good	Satisfactory	Inadequate
	√			

Key strengths identified by the school

The person of Christ, in the Eucharist, is central to the life and work of the whole school and inspires us as we strive to live out our Mission. We provide outstanding care and guidance for every pupil and ensure that every child is known, their abilities are recognised and their progress monitored and recorded. Pupils leave us as thoughtful and responsible young people who understand their role in God’s world. Behaviour and its consequences are often linked to our Christian values and an individual’s responsibility to the community is highlighted. The school’s RE Scheme of Work and P4C contribute effectively to children’s moral development by encouraging them to think more deeply about their responsibilities to each other. Chatterbox and Circle Time provide excellent opportunities for pupils to reflect on spiritual matters and the consequence of their actions. Achievements in relation to behaviour and emotional development are celebrated weekly at Laudate when recognition is given to individual and team effort. Every class celebrates achievements outside of school using the WOW board. Reconciliation is a part of the daily life of the school and priests from our local parishes provide opportunities for children to celebrate the Sacrament of Reconciliation every Advent and Lent. Through the mutually supportive relationships, professional conduct and good manners of all members of staff, we are excellent role models for the pupils.

Parents are consulted on an annual basis regarding the teaching of personal relationships and physical development. All sessions adhere to Catholic teachings and are planned and reviewed by the Headteacher and RE Leader.

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

To review the yearly planner for school Liturgies, Masses and Services of Reconciliation .
A review of the EPR policy by staff and governors.

VALIDATORS’ JUDGEMENT

SECTION C2: Moral development	Outstanding	Good	Satisfactory	Inadequate
	√			

Key strengths

The pupils interviewed stated that ‘St. Paul’s is a school where all the teachers are really inspiring and help and encourage us – an amazing school because of the friendly staff and pupils.’

The validators commend the school for the following:

- The excellent relationships between the staff and pupils.
- The exemplary behaviour of the pupils around the school, as they demonstrate politeness and care.
- The impact of peer mediators in promoting positive behaviour.
- The value placed upon the role of prayer in supporting the needs and celebrating the talents of others.
- The Golden Apple tree and the ‘Wow’ boards, which enable the school to celebrate achievements .
- The support given to pupils with specific needs to ensure that their time at St Paul’s is fulfilled and happy.
- The children are rightly very proud of their school and are keen to share this with one another and with all who visit St Paul’s.

Areas identified for development

Validators agree with the school’s identified areas for development.

SOURCES OF EVIDENCE FOR THE VALIDATION

As part of the validation process:

Two validators spent half a day in school, meeting with the headteacher and deputy headteacher, who is also the RE subject leader, 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

The RE subject leader

The parish priest of St James, who is also the RE governor

A representative group of pupils;

Four religious education lessons were observed and the introduction to an early years lesson.

Two acts of class collective worship were 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 senior leadership team.

CONCLUSION

The validators would like to thank the headteacher, deputy headteacher, staff, governors, parish priest, parents and pupils of St Paul'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.