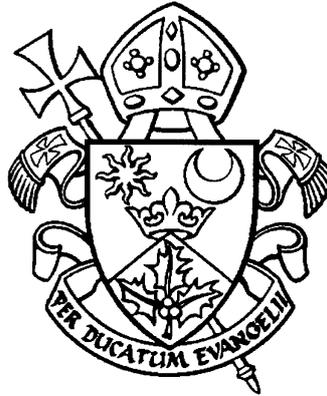


THE VALIDATION REPORT



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

| | |
|-------------------------------------|--|
| NAME OF SCHOOL | St Joseph's Catholic Primary School |
| ADDRESS | Newport Road Newbury Berkshire RG14 2AW |
| URN | 110094 |
| CHAIR OF GOVERNORS | Mrs Sinead Hall |
| HEADTEACHER | Mrs Alison Webster |
| NAMES OF VALIDATORS | Mr John Regan Mrs Helena Pickering |
| DATE OF THE VALIDATION VISIT | July 12 th 2011 |

Information about the school

Number of pupils on roll

191

Number of boys

97

Number of girls

94

Number of statemented pupils

4

Percentage of Catholic pupils

51%

Number of teaching staff

12

Number of support staff

19

Percentage of Catholic staff

42%

St Joseph's school is situated in a pleasant suburb of Newbury, close to a retail park and other amenities. It is within walking distance of St Joseph's church and also serves the parish of St Francis De Sales and the other parishes of the West Berkshire Pastoral Area. The school covers a wide catchment area and now admits children from a very broad range of ethnic backgrounds. At present thirteen home languages other than English are spoken by the pupils, making St Joseph's the most culturally diverse school in West Berkshire. The school is modern, well maintained and benefits from a playing field of good size.

The school has undergone significant staff turnover recently and as a result management structures have been amended and new staff have been welcomed to the school. This process will continue into the new school year 2011-12.

The school's effectiveness in providing Catholic education

St Joseph's is an example of a good 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. The school is well supported by its two local priests and a team of committed governors. The local community greatly values the work of the school, which is highly inclusive, happy and calm.

The school is well placed to improve overall satisfactory standards of teaching and learning, to match the good practice seen in many parts of the school and to raise attainment levels. The senior management team has a good understanding of the school's needs and is committed to improvement.

The work of St Joseph's School is truly inspired and guided by the Spirit. The moral development of the children is of a very high standard.

a) Key strengths of the school

- St Joseph's School is a truly Catholic community, based on shared Catholic values, offering a witness to Christ in the world.
- The school is extremely welcoming and inclusive.
- St Joseph's is a calm, secure and happy place for children to learn and to play together.
- The attitudes and behaviour of all pupils are excellent.
- The moral development of the children is outstanding. The children are aware of their responsibilities to the community and are extremely caring and supportive of one another.
- The children, well led and inspired by staff, are very aware of their responsibilities to the wider world and work hard to support several charities.
- The staff is a united, hard-working team, which is well led and managed.
- The school has responded very positively to the recent admission of many boys and girls from more culturally diverse home backgrounds. These children have been welcomed to the school, embraced and enabled to achieve. The different cultures within St Joseph's School are celebrated.
- The school benefits from the active and valued support of two local priests and a committed, well-organised governing body.
- Communication with parents, parishes and the local community is good.
- Parents value the work of the school and are very supportive.

b) Key areas for development

- The quality of teaching and learning needs to be more consistent, so that the good practice observed in the best lessons is seen across the school.
- Monitoring, scrutiny and challenge processes need to be sharpened, so that teachers know what they need to do to enhance curriculum delivery.
- This needs to be supported by a carefully planned programme of staff development, designed to impact positively on improvement.
- All staff should work together to improve the quality of prayer tables and religious education (RE) displays around the school.

c) Progress since the last validation

- A more robust system for monitoring and evaluation of teaching standards is in place and now needs to be focussed sharply on improvement.
- The school has begun to address issues around standards in teaching and learning, although this has been hampered by high levels of staff turnover, impacting significantly at management level.
- The school has been both active and very successful in developing a greater sense of multiculturalism during a period, when the cultural diversity of the school has grown significantly.

d) Summary of parents' views of the school

Thirty seven families completed and returned questionnaires to validators and were overwhelmingly positive about the school and its work for their children. All respondents agreed that they were made to feel welcome by the school and that their child was happy at St Joseph's. Almost all felt that the school communicates well with them and a similar percentage were happy with the RE homework their child was given. Around three-quarters of those, who returned a questionnaire, agreed that school kept them well informed about their child's progress in RE with almost nine out of ten saying that they were happy with the standard of their child's work in the subject. Almost all parents agree, that they are welcomed to share in worship at the school, with a similarly high percentage feeling that links between school and home are strong. Fifty-four percent felt that the school keeps them well informed on sex education, but almost a third felt unable as yet, to give a view. Those parents who responded were unanimous in agreeing that St Joseph's gives the girls and boys good opportunities for spiritual and moral development. There was similar overwhelming agreement, that the school is a supportive and caring Catholic community.

THE SCHOOL AS A CATHOLIC COMMUNITY

WHAT THE SCHOOL SAYS

| SECTION A1: The school community | Outstanding | Good | Satisfactory | Inadequate |
|----------------------------------|-------------|------|--------------|------------|
| | | | ✓ | |

Key strengths identified by the school

Our school community strives to follow in Jesus' footsteps, recognise the Holy Spirit in everyone, and nurture God given talents so that all may reach their potential. This central and firmly embedded Mission Statement positively impacts all who visit our school and actively engages them in our commitment to our strong Catholic ethos.

- Supportive, collaborative relationships between all community members enable needs to be met and individuals to be highly valued. All contributions to the whole are appreciated; there is a rich quality to our interactions and great warmth in the welcome offered to visitors.
- The leadership team is effective in promoting Gospel values so that all are nurtured to grow in faith and integrity. Service and humility is modelled by leaders at all levels from HT to prefects, buddies and school council so that Christ is seen in all.
- As the most culturally diverse school in West Berkshire we celebrate our differences and strive to provide equality of opportunity. Our outstanding environment and facilities are well used, demonstrating our commitment to high expectations and embracing our uniqueness as children of God. Comprehensive Induction programmes are personalised and effective for all new and visiting staff.
- Excellent communication, including a Parent Forum, empowers our work both in school and with our Catholic partners in global citizenship.

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

The School Council is developing pupil voice taking an increasing role in decisions impacting the quality of our learning. Our website is currently under development. It will be an active learning resource and a community information source, communicating the Catholic faith through the life of the School to all. We have recently updated our induction literature for new parents and our Mass sheets to make them more user-friendly.

VALIDATORS' JUDGEMENT

| SECTION A1: The school community | Outstanding | Good | Satisfactory | Inadequate |
|----------------------------------|-------------|------|--------------|------------|
| | | ✓ | | |

Key strengths

St Joseph's is a community firmly rooted in faith.

- The whole staff models positive Catholic values and the pupils have many opportunities to express their own faith in active ways. These include showing care for one another; for example the buddy system and peer mediators, prefects and school council taking responsibility and looking beyond by charity fundraising.
- Relationships at all levels are strong and so clear messages about the school's community responsibilities can be expressed and heard. For example, the year 6 girls and boys understand that they all have a duty to care for younger pupils.
- The school's mission statement is simple, clear and accessible, offering a daily support for the work of the school. It is reviewed annually.
- There is a spirit of genuine inclusiveness in which all are welcomed and enfolded into the life of the school. This has meant that the significant cultural diversity of the school, with thirteen languages spoken other than English, is celebrated and also that children from other home backgrounds can be helped to settle and flourish.
- The school tries hard to offer parents channels, through which to express their views, including surveys and the parent forum.
- The school environment is welcoming and happy, with good facilities especially for younger boys and girls.

Areas identified for development

Validators endorse the school's intention to establish a fresh and comprehensive website quickly, as a key means of passing information and further strengthening community interaction. The school should work with the local authority to establish a clear timescale for this to be done.

WHAT THE SCHOOL SAYS

| SECTION A2: Leadership and management | Outstanding | Good | Satisfactory | Inadequate |
|---------------------------------------|-------------|------|--------------|------------|
| | | ✓ | | |

Key strengths identified by the school

Effective and committed Christian leadership ensures that Christ is at the centre of our school, in daily life and in future planning. The Catholic dimension of our school is vibrant, fully integrated and underpins all that we are and do.

- Our vision is effectively shared through our foundation of structures and policies, model of leadership, strong supportive relationships, our expectations of staff and pupils, our ethos, parent partnership and rich quality environment. We actively seek to appoint Catholic teachers and those supportive of our faith. We forge strong links with and provide witness to Christ in our wider community and are responsive to feedback we are given.
- Leadership is effective in providing clear direction for our school. Our development plans are well communicated and founded in Catholic principles, and prioritise the integral human development of our pupils. We are accountable to our stakeholders and each other and value our roles as branches on the vine of Christ. We engage in robust self evaluation, identify next steps and take them swiftly. Our HT and governing body set the example of sharing and learning from good practice in collaboration with professional colleagues. Our SLT is strongly united in its vision for the school and actively drives and delivers improvements.
- Our HT and governing body actively promote CPD for all staff members at all levels, as all individuals are valued, and support the career development of others in the wider community through successful partnerships with other agencies.

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

We are committed to renewing and invigorating our vision as new members join our school community, with committed Induction programmes, CPD insets, annual retreats, RE themed days. We review this at the start of every school year including re-visiting with pupils and all community members our Mission Statement – Next review Autumn 2011

VALIDATORS' JUDGEMENT

| SECTION A2: Leadership and management | Outstanding | Good | Satisfactory | Inadequate |
|---------------------------------------|-------------|------|--------------|------------|
| | | ✓ | | |

Key strengths

Leadership at St Joseph's is focussed on our shared faith.

- This commitment to maintaining and strengthening the Catholic mission of the school is reflected in all policy documents and curriculum statements.
- School leaders have a shared and coherent vision of how the community can express this vision in active ways and they model this intention well, giving a clear Catholic direction.
- The headteacher and RE co-ordinator are strong advocates for the continuing Catholic dimension of the school.
- Governors are very involved and well informed. Their work is well organised and they robustly monitor the work of the school. Along with staff, they share an annual retreat, where themes of faith and spirituality are explored.
- The school benefits from the regular and valuable support of two local priests, who are well known to the children.
- School self-review is carried out regularly by teachers and governors.
- All of the staff team enthusiastically share the aims and values of the school.

Areas identified for development

Validators endorse the intention of the school to broaden its welcome and induction arrangements further for new members of the school community, although they recognise that this is already a strength of the school. They would also prompt the management to ensure, that all members of the school community are fully involved in the next mission statement review.

WHAT THE SCHOOL SAYS

| | | | | |
|--|-------------|------|--------------|------------|
| SECTION A3: The wider community | Outstanding | Good | Satisfactory | Inadequate |
| | | ✓ | | |

Key strengths identified by the school

Our school has embraced opportunities for support and outreach within our local community and *striven* to develop in staff and pupils an active understanding of global citizenship.

- As chair of the Catholic Cluster Group our HT sets an example in supporting and developing good practice within local schools. Our DHs are active in the Catholic Forum and reignited the RE Manager's cluster group. Our links with local schools extend to shared Inset CPD, retreats and residential visits so we learn together and from each other. Diocesan consultants have contributed regularly to staff CPD, and we enjoy regular involvement in Diocesan events such as the Good Shepherd Mass.
- Our governors are strong advocates of Catholic Education in their roles in our local parishes and the LPA. They communicate the work of the school to local clergy, religious, parishioners, parents, former pupils, actively seeking the support of these groups for the work of the school.
- Our parish priests work closely with us to unite school and parishes, with the result that increasing numbers of pupils and their families are involved in parish roles and embark on the First Holy Communion programme.
- Our cultural diversity and commitment to community cohesion has enabled us to develop multi cultural links. So that we are active in charitable support locally, nationally and internationally – Loose Ends, Cabrini, Cafod, Fairtrade Fortnight

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

Continue to build on our developing multi cultural links – through local parish links we are aiming to support the building of a school and sponsor a pupil. (Autumn 2011)

We continue to develop our work with and support of Cafod, with another themed day visit in October 2011, on the theme of 'Stand up' – for the right to School – Lynda Mussel is booked to visit once more, with the aim of increasing understanding and developing more personal links (School Pairing)

VALIDATORS' JUDGEMENT

| | | | | |
|--|-------------|------|--------------|------------|
| SECTION A3: The wider community | Outstanding | Good | Satisfactory | Inadequate |
| | | ✓ | | |

Key strengths

All members of the community have a good understanding of the school's responsibilities and work hard to be Christ in the world.

- The children, led and enabled by staff, but also inspired by their own understanding of their responsibilities to others, have taken part in many charity fundraising initiatives. The boys and girls are rightly proud of their success in improving the lives of others.
- The school is at the heart of parish life, regularly attending Mass and taking a full part in parish activities, including First Communion programmes. Governors are strong advocates for the school and parish priests work hard to nurture this strong relationship.
- Staff, led by the headteacher, take an active part in clusters, forums and other inservice activities, both with the local authority and the Diocese. There are good links and partnerships with other local schools and with the area cluster of Catholic schools.
- The school celebrates its cultural diversity very well and uses this as a springboard to enable all pupils to have a fuller understanding of the lives of other children.

Areas identified for development

Validators endorse the intention of the school to develop its multi-cultural links further, so as to enfold children from other home backgrounds into the life of the school and also to give all of the boys and girls a fuller understanding of the life experience of others.

CURRICULUM RELIGIOUS EDUCATION

WHAT THE SCHOOL SAYS

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

Key strengths identified by the school

Curriculum RE is valued highly by all stakeholders who understand the important part played by RE in the life of the school. Governors and the school leadership provide a clear vision for RE development, ensuring priority is given to RE in the SDP, in curriculum and environment planning and in timetabling.

- Our RE governor takes an active role within school through the programme of visits, and acts as a critical friend to the RE subject manager who is a member of the SLT, thus enabling RE to remain as a development priority.
- The subject manager informs and enthuses staff, providing guidance and support and leading by example, so that RE permeates all aspects of school life and a sharp focus on quality of teaching and learning is maintained.
- The induction of new staff is comprehensive, and ongoing support is given by the subject manager, SLT and the Diocese so that new staff are able to embrace the Catholic ethos and enjoy RE teaching, leading to improved learning outcomes
- God Matters is well embedded so that staff teach with increasing confidence in their subject knowledge and are improving assessment for learning and challenge for all: these are themes within our SDP.
- Parents appreciate being kept well informed of the RE curriculum through 'Our Faith in Focus', Newsletters, Open Classrooms, the Parent Forum, parent evenings and annual reports. As a result parent partnership is strong

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

Following a successful CPD Inset with the Diocese we are developing our assessment procedures and building a better range of evidence, particularly at the higher levels of RE attainment

VALIDATORS' JUDGEMENT

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

Key strengths

School leaders value RE teaching and learning and demonstrate a commitment to improvement.

- The RE development plan is comprehensive and was written after consultation within the community.
- RE also appears in the main school development plan, within a set of intentions relating to the wider curriculum.
- Teaching and learning in RE are seen as a key aspect of the curriculum.
- Monitoring and feedback have taken place in all classrooms and work is in hand to strengthen assessment procedures in RE.
- The RE co-ordinator is a good source of information, advice and guidance.
- 'God Matters' is the main RE teaching resource and is well-established and used throughout the school.
- The school understands its stewardship role and obligations and helps the children to develop their own awareness.

Areas identified for development

Validators acknowledge that RE leaders have worked hard to include RE at the heart of school development and have monitored class teaching and learning and scrutinised outcomes. However, due largely to recent and continuing staff turnover, this work has not yet resulted in consistently good levels of classroom performance. Validators endorse the intention of school leaders to focus sharply on teaching and learning in RE, so that the standards seen in the best lessons are shared throughout the school.

WHAT THE SCHOOL SAYS

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

Key strengths identified by the school

All stakeholders are committed to raising standards of attainment and progress across the curriculum including RE, as evidenced by our SDP priorities.

- Monitoring shows that pupils' attainment is broadly in line with age related expectations and is well matched with that in other subjects. Pupils' progress in RE is good with improved focus on greater challenge for all pupils to ensure attainment at the highest levels and secure a fast pace of learning.
- Pupils' attitudes to RE are consistently good and demonstrate our school commitment to teaching which is inclusive of all backgrounds and abilities. This results in pupils taking an active and lively part in class discussions and engaging positively in RE learning. Teachers are extending challenge and choice, so that pupils develop greater independence in tasks set and improve their self and peer assessment.
- Behaviour in all areas of school is good; pupils take roles of responsibility for themselves and for each other's well being. Relationships are strong, with children and adults being sensitive to the needs of others, enabling them to discuss faith issues openly.
- Comprehensive CPD and reflective practice mean that teaching and learning is improving. Staff are adaptable and forward looking and seek to ensure quality learning experiences and broaden their range of evidence through good AFL.

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

Challenge, choice and independence for pupils to ensure attainment at the higher levels – SSR and Ofsted focus and key priorities for 2011/12 SDP.
 Explore assessment procedures and range of evidence held – embed AFL consistently across school – 2011/12 focus, Inset already held in May 2011.

VALIDATORS' JUDGEMENT

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

Key strengths

Pupils' attitudes to learning are good.

- In the best lessons observed, work was carefully planned, the pace of learning was good and pupils were engaged and challenged effectively
- The school has embraced 'God Matters' and the scheme is used well in the best lessons observed.
- A variety of teaching and learning styles were used to engage the pupils and to promote improvement and to secure progress.
- Pupils' attitudes to learning are good and they behave very well during lessons.
- Positive relationships are a strong feature and this impacts positively on attainment and progress.
- The children enjoy RE.

Areas identified for development

Continuing professional development (CPD) needs to be more sharply focussed and monitoring and challenge need to be more regular in order to achieve more consistent attainment across the school.

WHAT THE SCHOOL SAYS

| | | | | |
|--|-------------|------|--------------|------------|
| SECTION B3: Quality of teaching | Outstanding | Good | Satisfactory | Inadequate |
| | | ✓ | | |

Key strengths identified by the school

The quality of teaching is regularly monitored by the SLT and areas for development prioritised with a strong programme of CPD and peer coaching for staff development.

- Lesson observations demonstrate that TAs are deployed well to support teaching and learning, tasks are differentiated, and all pupils, including those with SEND are able to access good learning.
- Pupils engage with their learning and make good progress as a result of clear objectives being shared and pupils taking a lead role in determining appropriately challenging success criteria. Peer and self assessment are developing and talk partners are used well leading to pupils taking a high level of responsibility for their own learning.
- Teachers adapt God Matters planning to match the needs of learners in their class. AFL is evident through well annotated plans which are personalised where appropriate. ‘Before you begin’ sessions give prior subject knowledge at adult level, leading to clarity of ideas and concepts and confident lesson delivery. Adults consistently model good learning and use key questioning well to improve pace to ensure that engagement remains high.
- Teachers make good use of ICT and stimulating resources, including the Diocesan Thinking Skills Toolkit, and the school learning environment is used well, both inside and out, to support the quality of learning.

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

Children are becoming more involved in planning their learning as the Creative Curriculum becomes embedded. This enthusiasm for learning is evident in RE where tools like the TASC wheel are supporting our development goals of greater challenge and choice.

Peer and self assessment are being used more consistently across the school.

VALIDATORS’ JUDGEMENT

| | | | | |
|--|-------------|------|--------------|------------|
| SECTION B3: Quality of teaching | Outstanding | Good | Satisfactory | Inadequate |
| | | | ✓ | |

Key strengths

On the day of the validation, the quality of teaching ranged from unsatisfactory to good.

- In the best lessons observed, planning was careful and well linked to prior learning and attainment.
- A variety of teaching styles was used and this ensured that pupils were generally engaged in their learning.
- Response from pupils was good. They respond well and collaborate enthusiastically.
- The children are encouraged to relate their learning to their own spiritual journey and to reflect upon what they have been taught.
- Teachers have embedded ‘God Matters’ into their RE planning and delivery. RE planning was generally careful and thorough.
- Teaching assistants are valued and effective members of the teaching team and are trusted to work closely with groups and individual pupils.

Areas identified for development

The quality of teaching in the best lessons observed, needs to be shared across the school.

SPIRITUAL AND MORAL DEVELOPMENT

WHAT THE SCHOOL SAYS

| | | | | |
|--|-------------|------|--------------|------------|
| SECTION C1: Spiritual development | Outstanding | Good | Satisfactory | Inadequate |
| | | ✓ | | |

Key strengths identified by the school

Opportunities for spiritual development are found across all areas of school life and are embraced by staff and pupils who respond to quality worship and appreciate moments of profound spiritual significance - awe and wonder.

- The school environment is used well to promote meaningful worship, reverence and reflection, with high quality focal points including prayer tables in each classroom, interactive display boards, areas of quiet, statues, flowers, artwork, and an area for whole school prayer.
- Children are actively involved in a wide range of worship opportunities, planning class CW, leading bidding prayers, reading or taking other active parts in Masses and Liturgies. Older children act as role models to our younger pupils initiating them in to school and parish worship, and demonstrating appropriate reverence with understanding and respect for others' beliefs.
- The RE manger coordinates the programme of Worship for the school so that Priests and other visitors are used well to provide a range of meaningful experiences over the liturgical year, including Retreats, Themed Days, collaborations with our charitable partners, local and national communities. A range of opportunities are planned for whole school, team, class and individual prayer. Adults model and support an active prayer life, and encourage this in home partnership by providing support such as the 'Day by Day' resources to foster daily prayer and Bible reading habits.

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

Continue to develop our whole school prayer focal area and our programme of pupil retreats and days of reflection for pupils. Build on successes of pupils planning and developing their worship and being role models in faith to each other. Continue to develop our Celebration events to be Gospel – focussed Collective Worships

VALIDATORS' JUDGEMENT

| | | | | |
|--|-------------|------|--------------|------------|
| SECTION C1: Spiritual development | Outstanding | Good | Satisfactory | Inadequate |
| | | ✓ | | |

Key strengths

St Joseph's is a school where the spirit informs and underpins all aspects of school life.

- The adults in the school model good, positive and spiritual approaches to their own work, which the children reflect and act out.
- The RE curriculum, with its sound basis in the 'God Matters' scheme and the variety of learning approaches on offer in the best lessons seen, enable the children to ponder and to explore their own spirituality. Experiences in other curriculum areas support this spiritual growth. This growth is evidenced in all parts of the school community, where shared values are truly lived out daily.
- Opportunities for collective worship are well organised, based firmly in a shared spirituality and provide a good support for the spiritual growth of the pupils. One act of collective worship was outstanding.
- The children play a developing role in creating and organising acts of worship.
- Opportunities for prayer are frequent and allow the children to consider, to reflect and to make the experience of God increasingly personal.
- The school works successfully to include parents in the spiritual growth of their children. The RE newsletter has been well received and offers a very good support for family discussion, school and parish linking and prayer.

Areas identified for development

Validators endorse the intention of the school to develop further and maintain a central prayer focal area. They would also recommend that INSET is undertaken with staff to improve the quality of RE display and classroom prayer tables.

WHAT THE SCHOOL SAYS

| | | | | |
|--------------------------------------|-------------|------|--------------|------------|
| SECTION C2: Moral development | Outstanding | Good | Satisfactory | Inadequate |
| | ✓ | | | |

Key strengths identified by the school

Our Mission statement of Following, Recognising and Nurturing is lived out in the words, attitudes and actions of all members of the school community. Behaviour standards are consistently high due to clear rewards and sanctions built on the foundations of Gospel truths, with the opportunity for reconciliation and forgiveness.

- Our SRE policy and programme was devised in consultation with governors, parents and with Diocesan support so that in planning and implementation it reflects our Catholic values and is linked carefully to the PSHE programme embedded in our school. As a result children respect each other as created in God's image.
- Parent partnership is effective with good communication and personalised support to resolve difficulties and barriers to learning. Staff are good role models and leaders in moral development leading to children being empowered to make the right choices.
- Children are treated as individuals, they are valued, given responsibilities, used as mediators and peer buddies. They are able to talk about issues in circle times, playground support groups and through class and school councils. They take these responsibilities seriously and as a result they are fantastic role models to others. An atmosphere of support and loving care and guidance is evident.
- Children's achievements as good citizens are celebrated by our school family, parish and wider community to whom they contribute greatly

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

Broaden children's experiences of 'School' – Enrichment day planned with Cafod for October 2011 based on Development Goals – School.

VALIDATORS' JUDGEMENT

| | | | | |
|--------------------------------------|-------------|------|--------------|------------|
| SECTION C2: Moral development | Outstanding | Good | Satisfactory | Inadequate |
| | ✓ | | | |

Key strengths

The children's behaviour and care for others is of very high quality and based on their understanding of their responsibilities as young Catholics.

- There is a clear link between the mission statement and the excellent levels of behaviour and care for others, both within the community and beyond.
- The children make consistently good choices and link these to their faith. Systems for reward and sanction are clear and fair, further enabling and inspiring children to behave well.
- The pupils are given many opportunities to take responsibility and they respond very well.
- The children are very positive about their school and articulate their feelings well.
- All staff model positive and consistent Gospel values. The headteacher gives a strong lead and her knowledge of the boys and girls as well as her visibility around the school, mean that they respond well to authority and leadership.
- The school has responded very well to the increasing numbers of children from diverse ethnic backgrounds, showing that St Joseph's is a welcoming, inclusive and caring community.

Areas identified for development

None apart from those already identified by the school.

SOURCES OF EVIDENCE FOR THE VALIDATION

Validators would like to take this opportunity to thank all members of the St Joseph's School community for their welcome and for taking part in the process so openly and fully.

In particular, validators wish to thank school staff, and in particular the RE subject manager, for giving them access to a very wide and helpful range of documentation in both paper and electronic form. This documentation included:-

- Diocesan self-review
- Self-review parental surveys
- Samples of children's work
- Mission statement
- School prospectus
- School plan, management and staffing structure
- School profile
- School development plan
- RE development plan
- School 'Next Steps' document
- 'Celebrating a Year in the Life of the school' file
- OfSTED reports
- OfSTED self evaluation form
- Governors' reports and documentation
- Staff and pupil induction packs
- Newsletters
- Parent forum notes
- RE and other policies
- Monitoring documentation
- Surveys and questionnaires from pupils, parents and governors
- Retreat notes
- Information on developments in RE in recent years
- A range of other supporting information and documentation