

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	All Hallows Catholic Secondary School
ADDRESS	Weybourne Road Farnham Surrey GU9 9HF
URN	125315
CHAIR OF GOVERNORS	Tim Bradley
HEADTEACHER	Elizabeth Lutzeier
NAMES OF VALIDATORS	Rosemary Olivier Julie Oldroyd Tony Corish
DATES OF THE VALIDATION VISIT	11 th & 12 th July 2011

Information about the school

Number of pupils on roll	1393
Number of boys	668
Number of girls	725
Number of statemented pupils	15
Percentage of Catholic pupils	65%
Number of teaching staff	85
Number of support staff	51
Percentage of Catholic staff	30%

All Hallows is a larger than average, mixed 11-18 comprehensive school, which serves the pastoral areas of North-East Hampshire, Alton & Petersfield and South Berkshire in Portsmouth Diocese, as well as the deaneries of Guildford and Woking in the Diocese of Arundel & Brighton, with the Bishopric of the Forces, based in Aldershot.

The large majority of students are White British, although 37% of the students are from other ethnic backgrounds, including a significant minority of Nepalese students. There are fewer than the average number of students known to be eligible for free school meals and higher than average number of students with English as an Additional Language at 17%, with 33 different languages. The school is rightly proud of its inclusive ethos and celebrates its cultural diversity. The ability profile of students, who join the school, is above average and the percentage of students with learning needs is about average.

The school has specialisms in technology and music and is a lead school for gifted and talented work.

The school's effectiveness in providing Catholic education

All Hallows is a good Catholic school, with significant outstanding features and with a tradition of service to its local community. The exemplary attitudes and behaviour of the students, the school's commitment to helping and providing for all learners, for example in the welfare room, and the valuing of the religious education (RE) programme and its resourcing are all examples of excellent provision. All these features are supported by the headteacher's strong personal faith and witness.

The religious education teaching is good and the students are well-prepared for the reception of the sacraments and for living their lives as active Christians and Catholics.

Strong features of the school are the calm and beautiful chapel and well-resourced RE teaching areas. The exceptional commitment to charity fund-raising and support for local community events reflect the school's outstanding moral guidance. Christian values are lived in the commitment to each student, who is known and valued; each one is encouraged to achieve his or her full potential. Students are proud of their school and reflect its values.

a) Key strengths of the school

- The teaching of RE is given prominence in the school.
- The RE department makes a significant contribution to the school's attainment.
- The contribution made by the head of RE to the spiritual and community aspects of the school.
- The school's commitment to international links and citizenship activities.
- Student behaviour and attitudes are exemplary; students are proud of their school and recognise the many diverse opportunities it affords them.
- There is a strong moral development and sense of responsibility, through charity fund-raising.
- A wide range of extra-curricular trips and visits extends students' experiences.
- Staff are loyal to the school, many have been in post for many years or have returned to work in the school, including former students; many who are not Catholic are strong supporters of the school's ethos; staff confidence is reflected in the low turnover; the major reason for staff leaving is for promotions.
- There is excellent and committed pastoral support by heads of year and through the welfare room, with its support for individuals in difficulties.

b) Key areas for development

- The establishment of a chaplaincy team to work together on developing a shared sense of liturgy as appropriate to secondary age students. The validators recommend that this team comprise both staff and clergy representatives and that the headteacher be the chair of the team.
- Governors should develop their role in the rigorous evaluation, monitoring and providing of challenge with regard to the Catholic life of the school, in line with similar comments made in the section 5 Ofsted inspection report.

c) Progress since the last validation

The school has made some progress on the key issues identified for development at the last validation in 2008:

Students in year 10 have access to residential retreats, using a local centre, though take-up is currently small. The action to provide retreat and residential experiences for all students in years 10-13 is still to be developed from the validation, prior to that of 2008.

While curriculum time for RE has increased to 10% at key stage 4, in line with the requirements of the Bishops' Curriculum Directory, the allocation in key stage 3 is 8%. However, the quality of learning and the students' enjoyment of RE indicate that this is a good provision. Progress has been made on the development of Assessment for Learning (AfL) strategies in RE. There is a wider range of teaching strategies in place in RE, which engage and motivate students.

The involvement of key stakeholders in the self-review process is still to be developed as an action identified in 2008.

d) Summary of parents' views of the school

Parents' responses reflect their very positive views of the school. They value it in most respects. However, a significant number of parents do not think that they are sufficiently well-informed about the SRE (social and religious education) programme.

Many parents strongly value the work of the RE department and of the chaplain.

Several remarked on the good preparation for Confirmation, given by the school's RE staff.

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
<ul style="list-style-type: none"> • All Hallows has been a strong Christian community for 50 years. Students attend from a catchment area of 400 sqm, representing over 30 feeder schools and 34 parishes in the dioceses of Portsmouth and Arundel & Brighton. • Our Mission Statement together with the School Code, put Christ at the centre of all that we do. It is this that drives our concern for each and every member of the community. • Relationships between all members of the community are outstanding. The school is a happy one where students willingly engage in their learning. • There is an extremely broad range of extra-curricular activities available and students are encouraged to assist in many aspects of school life and in the wider community. A particular strength of the school is the two specialist curriculum areas of TCI and Music. • Our new Year 7 students and their parents have a carefully planned programme of induction as do new staff to the school. • There is regular high quality communication between parents and the school, including the student progress and reporting system, News.com and the school website. Parents feel free to contact staff regarding their child's progress.

Areas identified for development by the school <i>(include timescale for action)</i>
<ul style="list-style-type: none"> • Improve the session on the Catholicity of the school when inducting new staff (Sept 2011) • Further improve the induction procedures for new students who enter the school other than at the start of Year 7 and 12 (Sept 2011) • Further develop Student Voice (December 2011) • Develop further opportunities to celebrate cultural diversity (April 2012)

VALIDATORS' JUDGEMENT

SECTION A1: The school community	Outstanding	Good	Satisfactory	Inadequate
		✓		

Key strengths
<ul style="list-style-type: none"> • The school has a positive relationship with the groups that make up its community. • There is a positive relationship with most parents and carers, who are kept well-informed. • The school celebrates diversity and places the promotion of equality at the heart of its work. • All members of the school community demonstrate their commitment to the principles and philosophy of stewardship. • Gospel values are lived out in the life of the school. • Students value their school, willingly taking on responsibility and they participate constructively in school life beyond routine lessons and activities. • The school environment is tidy and pleasant and reflects the Catholic nature of the school, particularly in key areas.

Areas identified for development
<p>Validators support the areas identified for development and further recommend that the following actions be taken:</p> <ul style="list-style-type: none"> • Place the Catholic ethos of the school explicitly at its heart by reviewing current leadership group and line management responsibilities for ethos, liturgy and worship and chaplaincy. • Develop further the links and partnerships with parishes and the clergy. • Review the proportion of staff who are Catholic, including teaching staff, and ensure clear induction for all staff in the purpose and work of a Catholic school, including training for those who are not Catholic.

WHAT THE SCHOOL SAYS

SECTION A2: Leadership and management	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths identified by the school
<ul style="list-style-type: none"> • School policies arise from the Mission statement and the School Code, as well as many other inputs, such as perceived needs in the school that are reflected in the School Development Plan (SDP) along with Government and Local Authority (LA) initiatives. • The Governors are very supportive of the school and have been the driving force behind many of our developments. • Each member of the Leadership Group takes assemblies that are based on the Church's liturgical calendar, as well as being involved in some pastoral work. Their role includes setting high standards for other members of the school community, supporting colleagues and students and ensuring the smooth operation of the school, to allow teaching and learning to flourish. • All school meetings, including those of the Leadership Group, commence with a prayer and reflection, so that the work of managing the school is always set in the context of the school's true purpose and vision. • Our induction programme for new staff is an important strand of the staff development process.

Areas identified for development by the school <i>(include timescale for action)</i>
<ul style="list-style-type: none"> • For the Leadership Group to offer its services and work with other diocesan schools to help them to develop. At the same time this would strengthen our leadership skills. (Sept 2011)

VALIDATORS' JUDGEMENT

SECTION A2: Leadership and management	Outstanding	Good	Satisfactory	Inadequate
		✓		

Key strengths
<ul style="list-style-type: none"> • Staff morale is very high and belief in the school's success runs through all levels of staff. • All in the community are highly valued. • The role model of Christian leadership provided by many leaders, helps to exemplify and share the school's Christian vision and purpose. • Staff are committed to supporting the school and work purposefully to further its success. • Effective training is provided to support staff potential and areas for development.

Areas identified for development
<p>Validators support the areas identified for development and further recommend that the following actions be taken:</p> <ul style="list-style-type: none"> • Provide further opportunities for staff in training in Catholic leadership and in opportunities for leadership development in the Catholic context. • Governors to develop more rigorous mechanisms for holding the school leadership to account for the Catholic life of the school.

WHAT THE SCHOOL SAYS

SECTION A3: The wider community	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths identified by the school

- We are supported by the local clergy especially Canon Mahy (St Joseph's Aldershot), who is a member of the Governing Body, Deacon John Edwards [also a governor]. The work of all the priests and Deacon John is highly valued by the school, but the task is a challenging one and it is recognised that priests face ever-growing demands in their own parishes.
- We recognise that it is important to strengthen our links with the parishes in which only a few of our students live.
- Each year our Chaplain attends all the Confirmation services in our feeder parishes. We acknowledge those who have received the sacrament of Confirmation here in the school through the giving of certificates.
- All newsletters are sent to our feeder parishes and members of the clergy are invited to main school events.
- The school is supportive of the dioceses it serves and vice versa. The school sends student and staff representatives to the Diocesan 'Good Shepherd' Mass each year.
- The school seeks to be an influence for good in the local community. We welcome various community groups who use our facilities such as the local community choir, the Vineyard Church and Rushmoor Saints football club.
- We support local charities such as 'Step by Step' and the Phyllis Tuckwell Hospice, Farnham. We support Cafod and other national and international charities such as Unicef, Comic Relief and Crisis. Sixth form students have raised money for Help for Heroes and the Chase Children's Hospice.

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

- Review and evaluate the Catholic content of the school prospectuses and the school website. (Sept 2011)

VALIDATORS' JUDGEMENT

SECTION A3: The wider community	Outstanding	Good	Satisfactory	Inadequate
		✓		

Key strengths

- The chaplain's support for and celebration of the Confirmation programme and participation in parish liturgy and for staff and students with personal or school-related difficulties.
- Exceptional levels of support for charity fund-raising: the school's involvement with local groups, such as the Air Ambulance fund-raising and presentation;
- The strong partnerships in the local and international communities.
- The school joins with the local and diocesan schools and has regular contact with the local Catholic community, mainly through the parish priest and foundation governors.
- The school engages with key diocesan initiatives and the activities of local and diocesan Catholic partnerships.
- Social, ethnic and cultural diversity is celebrated in a variety of ways, allowing students to develop their social conscience, through living out Gospel values.
- There are strong active partnerships with other local schools and the school's actions have a beneficial impact on the local and wider community.
- Students are very well-prepared for their roles and responsibilities towards all members of society. The school actively prepares its students for global citizenship through national, international and charitable activities.

Areas identified for development

Validators support the area identified for development and further recommend that the following actions be taken:

- Review involvement in and awareness of the diocesan schools' programme and increase participation in diocesan events, especially at leadership level.
- Ensure that staff are given opportunities to take part in training related to the ethos of the school, such as staff retreats.
- Further develop governors' understanding of their role in the Catholic life of the school.

CURRICULUM RELIGIOUS EDUCATION

WHAT THE SCHOOL SAYS

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

Key strengths identified by the school

- The RE department makes a significant contribution in developing the distinctive Catholic nature of All Hallows, in particular, contributing to the spiritual and moral development of the students.
- Each year the department presents its development plan in line with the school development plan. Monitoring of the department takes place through the weekly walk about conducted by members of LG. All RE staff are committed to and enthusiastic about the subject. Staff undertake performance reviews with subject specific goals. All attend INSET as appropriate.
- The department has very clear documentation to guide all teaching staff, including procedures to promote high standards and to evaluate teaching and learning. At KS3 the department follows the ‘The Way and the Truth’ and ‘Icons’ syllabi which is supplemented by other resources. At GCSE we follow the EDEXCEL GCSE – paper 3 & 10.
- The accommodation for RE provides a stimulating learning environment including interactive whiteboards, use of classroom displays and project work.
- Parents are kept informed about their child’s progress through the student progress process, including parent evenings, academic progress reports and a student progress day.

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

- Develop the Key Stage 3 syllabus to include ‘The Life’ in Year 9 (Sept 2011 – June 2012)
- Contribute to the development of the diocesan programme – ‘God Matters’ (Sept 2011 & beyond)
- Make more effective use of Moodle in the RE department (Sept 2011 & beyond)

VALIDATORS’ JUDGEMENT

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

Key strengths

- The quality of the RE handbook, the schemes of work and exam analysis documentation, which shape and inform the work of the department.
- The learning environment, which is well maintained and has a good selection of student work displayed.
- The strong leadership of the RE department and the support given to the head of RE by his colleagues.
- The significant role played by the head of RE and his team in the spiritual life of the school.
- The impact of the RE teaching on the sacramental programmes in the parishes.

Areas identified for development

- Validators support the areas identified for development and further recommend that the following actions be taken:**
- In the light of the bishops’ conference requirement that 10% of curriculum time to be allocated to RE, validators ask the school to consider its existing provision at KS3.
 - Develop an induction and training programme for those new to teaching RE, particularly non-specialists.
 - Put in place systematic quality assurance processes, which allow for a focus on learning and teaching in RE.
 - Investigate ways of keeping parents better informed about their children’s learning in RE.

WHAT THE SCHOOL SAYS

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

Key strengths identified by the school
<ul style="list-style-type: none"> • Information regarding students' attainment is easily accessible in the school at all key stages. Each year comparisons are made between subjects using the end of key stage assessment results. • GCSE is compulsory for all students and results have improved significantly since the last inspection. The department is keen on stretching the more able students and enters around 60 Year 10 students for GCSE which is part of the gifted and talented programme. Each year the department achieves 100% A* - C with the Fast Track Year 10 GCSE classes. In summer 2010 the department achieved 99% A* -G and 82% A* - C at GCSE. • There has been sustained growth over the past two years indicated by Raiseonline where the RPI was +0.9 in 2010, +1.2 in 2009. In 2010 the A* - C rate was significantly above the national average, whilst the A*-A are above average. • The Fast Track Year 10 GCSE continue on to AS in Religious Studies in Year 11. • The department runs Philosophy & Ethics AS & A2 as well as the General RE (PRE-Course) in the Sixth Form. Levels of attainment are continually monitored. At Key Stage 3 individual teachers set end of unit and year assessments and use results to inform planning; at GCSE end of unit assessments take place and at Key Stage 5 tracking is completed to identify any areas of concern.

Areas identified for development by the school <i>(include timescale for action)</i>
<ul style="list-style-type: none"> • Aim to achieve at least 90% A* - C at GCSE (Summer 2013) • Investigate the possibility of entering Year 10 for four GCSE modules thus allowing an opportunity for resits in Year 11 if needed (Summer 2012)

VALIDATORS' JUDGEMENT

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

Key strengths
<ul style="list-style-type: none"> • The central place given to RE in the curriculum, especially in key stage 4. • The generous time-allocation in AS and A level teaching. • The high expectations with regard to behaviour, which allows learning to take place. • The mutual respect and co-operation that exists within the classroom. • The outcomes for students, particularly at the end of key stage 4. • The focus on gifted and talented extension in RE. • The progress made by students in all groups, particularly reflected in the RAISEonline (Reporting and Analysis for Improvement through School self-Evaluation) data.

Areas identified for development
<p>Validators support the areas identified for development and further recommend that the following actions be taken:</p> <ul style="list-style-type: none"> • Ensure that all students know what their target levels and grades are and how they can make progress towards achieving them. • The continued development of the schemes of work to include clear assessment and marking policies (in line with school policy). These schemes should also make explicit the range of teaching and learning strategies, which will provide the appropriate level of challenge for all students.

WHAT THE SCHOOL SAYS

SECTION B3: Quality of teaching	Outstanding	Good	Satisfactory	Inadequate
		✓		

Key strengths identified by the school

- Detailed schemes of work at each key stage outline in detail the objectives and outcomes expected. They meet the requirements of the Curriculum Directory.
- The teaching of RE is stimulating, received enthusiastically and is consistently challenging. Students attain high standards and all make at least good progress with many making greater progress.
- Overall teaching is good with a number of lessons outstanding. Staff display excellent subject knowledge and familiarity with the schemes of work.
- Appropriate homework tasks are set on a weekly basis and extension work is provided for the gifted and talented.
- ICT is used effectively across the department.
- Regular half-termly interim assessments are set in years 10 – 11 with opportunities for student evaluation and feedback.
- A range of techniques are used to ensure that Assessment for Learning is embedded in the department.
- The department has a variety of resources and is continually developing them.

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

- Further develop the use of assessment manager within the department, in particular at Key Stage 3 (June 2011 – April 2012)
- Ensure that all teachers can regularly deliver outstanding lessons (June 2011 & beyond)

VALIDATORS' JUDGEMENT

SECTION B3: Quality of teaching	Outstanding	Good	Satisfactory	Inadequate
		✓		

Key strengths

- Five full lessons and four part lessons were observed. All lessons were graded at least 'good' and there was evidence of some 'outstanding' learning and teaching. The department are to be commended for their drive to move from 'good' to 'outstanding' and the progress they are making towards this.
- The quality of lesson planning and shared resources.
- The engagement of students in their studies and the pride they take in their work.

Areas identified for development

Validators support the areas identified for development and further recommend that the following actions be taken:

- Work with the leadership team on moving from 'good' to 'outstanding' and undertake a rigorous programme of lesson observations to continue to establish best practice.
- Ensure that the tasks set are linked to learning outcomes and that they enable students to demonstrate the skills of evaluation and analysis, particularly at key stage 3, in their written work.
- Consider ways in which the 'fast track' programme in year 9 can be developed to ensure good numbers of students continuing to A2 in RE.

SPIRITUAL AND MORAL DEVELOPMENT

WHAT THE SCHOOL SAYS

SECTION C1: Spiritual development	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths identified by the school

- Our Mission Statement clearly identifies our students “on a journey of learning in the spirit of the gospel within the traditions of the Roman Catholic Church.” We believe that every child is made in the image and likeness of God and deserves equal opportunities for growth and development.
- Opportunities for reflection and spiritual development are central to the life of the school through liturgies, such as the celebration of the school feastday, Year 7 Welcome Masses, Holy days of obligation, annual Italian link Mass, Advent and Lenten services and end of year open air Mass.
- In November we hold our annual service of remembrance for all deceased members of the school community.
- Assembly programme encourages students to reflect upon their talents and how they should share these for the good of themselves and others. There is a structured programme reflecting the Church Year and assemblies are adapted to suit each year group. The weekly prayer sheet also follows the assembly themes.
- We offer an ‘Awayday’ for all students in Years 7-9. Students in Years 10 and 11 have the opportunity to participate in a residential retreat.
- Sixth Form students act as Eucharistic ministers in the school during whole school Masses.
- We support students receiving the Sacrament of Confirmation in their parishes. Our Chaplain attends all the services and we recognise those who have received the sacrament by awarding certificates.

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

- Increase participation by students in the celebration of liturgical worship (December 2011)
- Develop opportunities for days of reflection in the Sixth Form (July 2012)

VALIDATORS’ JUDGEMENT

SECTION C1: Spiritual development	Outstanding	Good	Satisfactory	Inadequate
		✓		

Key strengths

- The year 7 induction programme, which helps students to feel known and recognised in the school.
- The NQT programme and welcome to new staff.
- Opportunities for staff to lead training, valuing their skills.
- A wide range of extra- and cross-curricular experiences, for example in art, drama and music, contribute to the spiritual development of students: they are open to God’s presence in their lives and in the lives of others.
- Members of the school community actively participate in the traditional practices of the Catholic Church, which influence the worship in the school and positively support the spiritual development of students and staff. Sixth form students act as Eucharist ministers.
- The school’s liturgies and worship frequently enable students and staff to reflect on and be grateful for the gifts that they have received from God.
- There is a variety of planned religious experiences, for example, prayer and ritual, which are supported by clergy and chaplains. Worship follows the liturgical year and topical needs. The use of appropriate resources during worship helps to support students’ spiritual awareness. The staff handbook focuses strongly and explicitly on the tutors’ responsibility for leading worship in an appropriate manner.

Areas identified for development

- Validators support the school’s areas for development and in addition, ask that:**
- The school urgently develops the range of days of reflection and retreat experiences for students in years 10-13, an action from the previous validation.
 - Implement the actions from the previous validation with regard to the development of a chaplaincy team.
 - Review the opportunities in the staff INSET programme for staff retreats and for regular reflection on the Catholic nature of the school.

WHAT THE SCHOOL SAYS

SECTION C2: Moral development	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths identified by the school

- There is a well-developed School Code that is referred to regularly by tutors and in assemblies.
- The use of rewards and sanctions at all levels are well structured and success, within school and outside, is recognised at all levels within school. Successes are recorded in the school newsletter [news.com] and local press.
- We have a SIMS based behaviour log enabling staff to identify issues, trends etc very easily. The BBC (Better Behaviour Centre) encourages students to reflect upon their behaviour and how disruption affects others in a negative way.
- Attendance is consistently above County level and the school works closely with EWS to support students with long term absence in their return to school. Our present attendance figure for 2010/11 is 94.9% (*June 2011*)
- Any incidents of bullying are dealt with promptly and students are brought together to resolve issues.
- Readmission meetings following exclusion means that parents/carers are part of our planning to move the student on from their mistakes.
- All Hallows is a happy school and students are almost all pleasant and helpful.
- Comments on attitudes and courtesy by visitors and candidates for teaching posts always reflect students' pride in their school.

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

- Review current rewards system in order to make it more integrated across the school (Sept 2011)

VALIDATORS' JUDGEMENT

SECTION C2: Moral development	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths

- Students' attitudes are exceptionally good, they participate well in their learning and in school life, they are exemplary in their behaviour and co-operation in classrooms;
- Students' thoughtful behaviour is an outstanding factor in their successful learning and creates an extremely positive school ethos. Attendance is monitored closely.
- There are well-resourced facilities for support for students in difficulty, in the welfare room and in the BBC, staffed throughout the school day.
- Students are supportive of each other: 6th form students support younger learners in a variety of subjects.
- Students have an interest in ethical issues and act in a principled manner; they are open to new ideas, appreciate diversity and challenge discrimination.
- Rewards and sanctions reinforce a culture of high expectations and positive encouragement within the school. The celebration of achievement positively promotes students' confidence and self-esteem.
- Students' outstanding moral development is actively supported through the RE and PSHE (personal, social and health education) curricula and through opportunities for worship.
- Students report low levels of bullying and are confident that these will be reported and dealt with: they describe opportunities for face-to-face reconciliation.
- Students and staff are hospitable and friendly.

Areas identified for development

Validators support the area identified for development and further recommend that the following actions be taken:

- To review the SRE programme by involving all participants in its design and planned implementation.
- To ensure the SRE programme is a specified responsibility of a governor and a leadership group member.
- To keep parents well-informed about the SRE programme.

SOURCES OF EVIDENCE FOR THE VALIDATION

As part of the validation process:

Two validators spent a morning in the school, meeting the headteacher and head of RE, discussing the school's self-review report, touring the school with the head boy and head girl and collecting documentary evidence.

Three validators carried out the validation over two school days.

During the validation, interviews and discussions were held with:

- The headteacher;
- The vice-chair of governors;
- Six governors;
- The RE department;
- The pastoral team, consisting of the deputy head responsible for pastoral care and three heads of year and the student support manager;
- The manager of the BBC and the linked deputy head;
- The chaplain and the deputy head responsible for oversight of chaplaincy;
- The school council;
- Five heads of department;
- The deputy head responsible for assemblies;
- The staff development co-ordinator and four new teachers, with an assistant head.

Seven religious education lessons were observed.

Two assemblies and four tutor group prayers were observed.

A sample of students' religious education books was scrutinised.

Religious education resources were considered.

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

An analysis was made of the responses to the staff questionnaire.

Informal discussions were held with staff and students during the days.

Informal feedback was given to the headteacher, leadership team and governors at the end of the second day.

Conclusion

The validators would like to thank the headteacher, staff and students for their welcome and hospitality and of the approach adopted towards the validation process. They would also like to thank the RE department for their high level of co-operation and the governors for their time and consideration.