

## 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 under Section 48 of the Education Act 2005.

<b>NAME OF SCHOOL</b>	St Anne's Catholic School
<b>ADDRESS</b>	Carlton Road Southampton SO15 2WZ
<b>CHAIR OF GOVERNORS</b>	Mrs C Fearon
<b>HEADTEACHER</b>	Mrs B Murtagh
<b>NAMES OF VALIDATORS</b>	Mr C Richardson Mrs M-T Weston
<b>DATES OF THE VALIDATION VISIT</b>	5 <sup>th</sup> – 6 <sup>th</sup> June 2007

## Information about the school

Number of students on roll	1098
Number of boys	3
Number of girls	1095
Number of statemented students	1
Percentage of Catholic students	52%
Number of teaching staff	72
Percentage of Catholic staff	20%

St Anne's is a Catholic school for girls, which has recently started to admit boys into its Sixth Form. It is in the trusteeship of the La Sainte Union order. The school attracts students from a wide geographical area including seventeen Catholic parishes. There are fewer students eligible for free meals or with statements of special need, than in schools of comparable size. The number of students from ethnic minority groups or, who speak English as an additional language, is higher than the national average.

## **The school's effectiveness in providing Catholic education**

St Anne's is a very good Catholic community, which provides an education that is firmly rooted in the Christian tradition, whilst recognising, respecting and nurturing the range of religious beliefs represented amongst its staff and students.

Attainment in religious education (RE) is very good. The students are well taught; good progress is made across the key stages.

The spiritual and moral development of students is outstanding. Students respond positively to the opportunities for prayer and reflection and to treat others with respect.

### a) Key strengths of the school

The headteacher and leadership team are committed to promoting a Catholic Christian ethos, which is respectful of other traditions and faiths. A dedicated staff give generously of their time and expertise to help the students make the most of their abilities. Christian values provide a framework for policy and practice and are lived out in the community.

Relationships are excellent and characterised by mutual respect. Consequently, behaviour is very good. Every opportunity is taken to celebrate the achievement of groups and individuals, which encourages the students to recognise their own talents and those of others.

Effective use is made of technology, drama, music and dance to enhance the quality of liturgy, which is thoughtful and inclusive, encourages full participation by the students and nurtures their spiritual lives. By his work and witness the chaplain makes an outstanding contribution to the religious life of the school.

Attainment in religious education is very good at all key stages. Effective collaboration between members of the department has resulted in the development of a bank of relevant differentiated resources. The head of RE has a clear vision of the rôle and purpose of religious education and the contribution that it makes to the spiritual life of the school.

The promotion of community cohesion, through a wide variety of outreach activities, is outstanding.

### b) Key areas for development

In the light of the bishops' conference requirement that 10% of curriculum time should be allocated to religious education, the school should consider its current time allocation.

## WHAT THE SCHOOL SAYS:

### SECTION A.1: The school community

#### WHERE ARE WE NOW? (Strengths)

**This area is judged to be excellent.**

St Anne's is a Christian community, based on gospel values. This reality was highlighted by the school's last Ofsted inspection and can be seen in the liturgical life of the school, the emphasis given to Religious Education and spiritual growth across all departments, the support shown for the marginalised and vulnerable within the school community, in the locality and across the world and in the importance placed on showing care and respect for all members of the community.

The school is on a compact site but within the constraints that this has imposed, the school has provided good facilities for staff and students with a regular programme of maintenance. Work on ECO school status is one way in which the environment of the school is being enhanced.

The Mission Statement is being redrafted; staff and pupils have been involved in the process. In its present form the statement reflects the reality of what the school is and aspires to be but the language that is used is not accessible to all members of the community. The redrafting of the Mission Statement is aimed at expressing the fundamental beliefs and values of St Anne's based on the gospel in a way that speaks to pupils, parents and staff now. The School Council has put forward ideas on how to make the Mission Statement better known once it has been redrafted. The School Motto is also little used but is potentially a source of deep spirituality.

All new members of staff (academic and support staff) take part in an induction programme, starting with an induction day. The programme includes induction into the spiritual life of the school and its ethos from a senior member of staff as well as guidance on how to lead acts of collective worship in the classroom from the Chaplain. The school improvement plan (SIP) includes measures to improve induction to ensure that all members of staff are provided with support that is appropriate for their role in the school. The chaplain has also written guidance on the theological foundation of prayer and the practical guidance which was given to all members of staff in September 2006 and which is available on the website.

A great deal of work has gone into ensuring that new pupils (and their parents) are introduced carefully to the school. A transition LSA is shared with St George School; she works part-time, working in Year 6 in the main feeder schools and then with Year 7 groups at St Anne's. Pupils moving to St Anne's are invited to an Induction Day in the summer term of Year 6; the staggered start to the school year enables teachers to focus on their needs and using the house system they are linked to a buddy in Year 10 while house captains help to host them in their first days at St Anne's and the PSHE programme looks at academic and social issues connected with the move to secondary school. The majority of pupils report very positively on their first months. The move into the Sixth Form is supported by a Taster Day, Induction Day, staggered start to the school year and induction sessions with tutors as well as the PSHE programme.

An evening is held for parents of pupils in Year 6 is held in April to help them understand the ethos of the school as well as procedures and practicalities from reporting absence to transport to school and a section of the website has been set up to meet their needs. Parents of Lower Sixth students are invited to an evening to explain the new challenges and demands that their children will be facing in the Sixth Form. Parents of all pupils are involved in the life of the school through regular newsletters, parents meetings, attendance at target setting day and the Parents and Friends Committee. Parents' views have been sought for the new SIP.

Pupils enjoy many opportunities to develop skills and exercise initiative within the curriculum and in extra-curricular activities. Industry Day in Year 9 encourages creativity and teamwork as well as design skills. Young Enterprise Teams enable pupils in Year 10 and the Sixth Form to learn about business and nurtures enterprise and entrepreneurial talents. Maths Challenge, Rock Challenge, Paperclip Physics, Model UN team, orchestras, choirs and sports teams all develop pupils' skills. Students in the Sixth Form showed great creativity when given £2 and asked to "grow" this for CAFOD; their initiative raised almost £1000 with ideas from bungee jumping to sponsored silences to a fund-raising party. The Year Councils and School Council also offer mechanisms for pupils to put forward initiatives while pupils have also been asked for their ideas for the school's new improvement plan. Pupils come from a wide variety of cultures and these are celebrated in the curriculum and assemblies. Achievement by different groups is monitored by Heads of Department and Heads of Year. The Disability Equality Scheme has introduced monitoring of the achievement of disabled students. Departments and year groups seek pupils' views, for example, bullying surveys, questionnaires on what they

## WHAT THE SCHOOL SAYS:

have enjoyed or could be improved in courses. Staff are consulted and asked for their suggestions using structures such as the leaders and managers group or meetings with union representatives as well as seeking comments from all academic and support staff via questionnaires at staff meetings and setting up working groups.

Achievement is recognised among both pupils and staff. The high targets set have been met through the efforts of both staff and pupils. This is recognised formally by the governors in motions of congratulations and by the Headmistress, for example at staff meetings and the staff celebrations at the end of the autumn and summer terms. Individuals' achievements among the staff are recognised formally and informally, whether in the weekly bulletin, the school newsletter or via a presentation at the weekly briefing. The school newsletter, celebration assemblies every term, cups, merits, stickers and badges for younger years, letters home following reports, "pupil of the month", the Year 11 certificate evening, leavers celebration – these are just a few ways in which pupils' achievements are celebrated. Work on this continues in the SIP.

The school has a highly committed leadership which places great emphasis on developing and sharing the school's vision with all members of the community. The governors have approved the action plan for highlighting the ethos of the school within the school improvement plan. The governors monitor and challenge the school with link members attached to every section of the SIP who meet SLT members termly as well as regular monitoring by committees and the whole governing body. Governors have set in place policies for preventing and addressing racism and the school has contributed positively to community cohesion.

The Headmistress and SLT have reinforced the distinctive nature of St Anne's as a Catholic school through emphasis on leadership as service, the head's reflections at staff meetings, speeches at parents evenings; use of the chaplain to publish items in the newsletters, emphasis given in staffing and the timetable to RE, support for activities in aid of CAFOD and introduction of reflection days for pupils. The leadership team have both contributed to diocesan activities such as the cluster group for Catholic Secondary heads and attendance at meetings of local Catholic schools and priests and taken advantage of training provided by the diocese.

Displays in the Vestibule, co-operation with other schools in the diocese, involvement of the Department for Schools in the appointment of the Head and Senior Deputy all show a vital relationship with the diocese.

The impact of this on pupils is that "students' spiritual, moral, social and cultural development is excellent." (Ofsted Jan 2007)

### HOW DO WE KNOW? (Evidence)

Ofsted report

Minutes of governing body, school council, staff meetings, leaders and managers, department meetings, Parents And Friends Committee, line management meetings

Keele survey

DES, Policy on promoting racial harmony, SEN policy

Newsletters, website

PSHE programme

Interviews with Year 7

### WHAT WILL WE DO NOW? (Areas to be developed and targets for action)

Complete redrafting of Mission Statement and work with all pupils and staff to make it a vital expression of the school's life

Provide a planned programme of induction and support for all staff into the Catholic ethos of the school

Continue to improve communications with staff and parents

### TARGET CHOSEN

Provide a planned programme of induction and support for all staff

### REFERENCE TO SCHOOL DEVELOPMENT PLAN

SECTION 1 PAGE 3 to 4

## VALIDATORS' JUDGEMENTS

### SECTION A.1: The school community

#### KEY STRENGTHS

**The validators confirm the school's judgement that community life is outstanding.**

Documentation makes explicit reference to the La Sainte Union tradition and the foundation of the school on the Gospel.

Pastoral staff have a clear understanding of the personal and social needs of their students and are committed to meeting those needs.

The school provides a professional counselling service as part of its holistic approach to education. Provision for personal, social and health education (PSHE) is supportive of positive relationships and the spiritual and moral development of the students.

Celebration assemblies are used to help build self-esteem and encourage students to recognise their own talents and those of others.

Relationships are excellent and characterised by mutual respect. Consequently behaviour is very good.

The sex education programme is enhanced by the contribution of visiting doctors, who build on what is taught within the curriculum.

The school is pro-active in diagnosing learning difficulties, particularly dyslexia and supporting the students concerned.

#### KEY AREAS TO BE DEVELOPED

The validators agree with the areas for development identified by the school and commend a whole school approach to redrafting the mission statement.

## WHAT THE SCHOOL SAYS:

### SECTION A.2: Worship in the school

#### WHERE ARE WE NOW? (Strengths)

##### **This area is judged to be very good.**

Planning for the year's Eucharistic celebrations for St Anne's takes place in the summer term. In a preliminary meeting with the clergy at St Edmund's dates and times for Masses are agreed and added to the school calendar.

The usual pattern for Masses includes: a welcoming Mass for the new Year 7 and 6<sup>th</sup> Form early in September (to which parents will be invited); Masses for Holydays of Obligation; Easter Masses for all year groups; half-termly Masses in the Oasis chapel at St Anne's; Ash Wednesday and some other major feasts or celebrations/memorials; 6<sup>th</sup> Form and Year 11 leavers' Mass. With the exception of the Easter Masses, attendance at other Masses is voluntary.

Prior to Autumn 2006 staff, students and clergy have been involved in the preparation of Mass. This has now been formalized with the establishment of a Liturgy Group of staff and pupils chaired by the chaplain.

Typically staff from the Drama/English Department would nominate and rehearse readers for the Liturgy of the Word and for prayers of intercession; individual musicians and established bands have supported several of the bigger Masses; liturgical dance used to enhance the Responsorial Psalm and during the offertory procession has been used; servers drawn from a team of about ten students assist at all Masses; 6<sup>th</sup> Form students have served as Eucharistic ministers; other students have assisted with the offertory procession, ushering and welcoming.

We are conscious that, at a typical Eucharistic celebration, the community will consist of 'practising' Catholics, students from a Catholic background or culture whose only experience of liturgy is what takes place in school, Christians from other traditions (including Orthodox) and pupils from other faiths (Muslim, Hindu, Sikh).

Efforts have been made to make the Mass easy to follow and understand, including regular prompting by the celebrant(s), brief introductions to readings and other moments in the Mass and a user-friendly Mass leaflet that includes and insert specific to the celebration. The impact of the careful preparation can be seen in the high number of attendees at voluntary masses: in the last academic year (2005-2006) the average attendance at (voluntary) Holyday Masses at St Edmund's was about 400 with about 700 girls attending the Feast of Saints Peter and Paul (29<sup>th</sup> June).

Apart from Eucharistic celebrations there are a number of (para) liturgical reflections also included on the calendar. These have been arranged for Advent and Lent and usually take place during form periods and are presented to a whole year group. They are planned and organised by the chaplain, usually with some assistance from students and staff. They aim to help the students make meaningful connections between their lives and insights about what lies at the heart of faith or of a particular season. (For example, in Advent 2006, the link was made between the call to live simply (sustainably and in solidarity with the poor) and the way Christ *comes*, through his Church that is his 'eyes and his hands' in today's world.) These paraliturgies take place in school and use various media –PowerPoint, video and film, music, drama and dance – to help the students engage as much as possible. To help the students participate in an active way there is usually an opportunity for them to 'do' something during the celebration, such as handling a small artefact, writing down a response, consciously relaxing as a preparation for a short meditation, participating in a short symbolic action such as a processional presentation or 'destruction' of something they want to turn away from. There have been opportunities for students to receive the Sacrament of Reconciliation at Ash Wednesday liturgies and during Days of Reflection, this year arranged for Years 9, 11 and 6<sup>th</sup> Form (visit to Kintbury March 2007).

A programme of assemblies is planned during the second half term and delivered the following term. A cross section of staff and students is involved in the delivery of assemblies and a proportion of assemblies is presented by tutor groups working closely with the tutor. Year group assemblies take place once a week for all year groups. House assemblies are usually presented on a Wednesday. On other days the act of collective worship takes places in classrooms.

While the general themes of assemblies are set out in the rota, the form differs from presenter to presenter. The most successful assemblies have been those which have uncovered the Christian/religious/transcendent dimension of their theme culminating in an explicit prayer or reflection in which all participated.

Assemblies follow the events of the liturgical year. Major seasons, such as Advent, Lent and Easter, are



## WHAT THE SCHOOL SAYS:

explained, reflected upon and ‘unpacked’ over a period of several weeks. The rota also includes important saints’ days (including the House saints of St Anne’s), references to Holydays of Obligation and important feasts such as the Immaculate Conception, Pentecost and so on. Other themes for any particular term are drawn from key areas studied in KS3/KS4 Religious Education. For example, in Year 7 in the Autumn Term, an important focus is ‘Community’ and students are encouraged to reflect on the implications and challenges of living as part of a Catholic Christian community. Assemblies also provide opportunities for celebrating the lives of women and men of faith, for sharing significant experiences of staff and students and for responding to events that impact on all our lives, whether globally, nationally or locally. Guest speakers from agencies such as CAFOD, Pax Christi, Sion Community, local charities and so on have contributed to the school’s assembly programme.

Support is available for teachers planning assemblies. As well as offering advice, support and materials, the lay chaplain places further materials and references on the school’s network for use during the term. There is also guidance on the school website which is constantly updated. Students from Years 7 to 6<sup>th</sup> Form are involved in the presentation of assemblies. Usually these assemblies involve collaboration between tutors, students and (sometimes) lay chaplain. Assemblies use drama, dramatised readings, multimedia, recorded and sometimes live music.

Students pray daily, either in year assemblies or in their form bases. During the year all forms visit the Oasis Room (a chapel in which the Blessed Sacrament is reserved) a couple of times. This is an opportunity for students to enjoy the special atmosphere of the room and the benefits of taking time out during a busy day. The Oasis is open during lunchtimes for quiet prayer and is used by 6<sup>th</sup> Form and other prayer groups on a weekly basis. A room has been set aside for Muslim students who wish to pray during lunchtime.

Guidance on how to arrange praying is offered by the chaplain to tutors including suggestions on how to vary approaches used in assembly and classroom prayer. The chaplain produces a weekly prayer/reflection sheet to be used for all non-assembly prayers. This includes a weekly short Gospel reading, thoughts relevant to the season or weekly theme and bidding prayers. This sheet is intended to be a useful, ‘friendly’ resource that will foster common prayer based on the liturgical year and the needs of the school. It is also meant to be accessible to tutors who may be unfamiliar with school prayer.

Guided meditation, when used for year group assemblies or paraliturgies, has been well received and well responded to by the students. Sixth Form students have asked to set up their own “Christian Union” which shows a commitment to prayer.

RE lessons nearly always begin with a few minutes for quiet, individual thought and reflection. Reflection books are provided to support this. Student feedback is positive and shows appreciation from students.

St Anne’s includes a large minority of girls from other faiths. We recognize the importance of prayer in their traditions so special arrangements are made in Ramadan and an area has been set aside to allow Muslim girls to pray at lunchtime.

All general staff meetings begin with a reflection provided by the lay chaplain; other staff meetings begin with a short prayer, usually on a rotational basis. An optional staff retreat is being planned.

### HOW DO WE KNOW? (Evidence)

Rotas (including rota for Summer Term 2007) available from Autumn 2006.

Assemblies are observed by the lay chaplain.

Materials, links, references are on the school’s network (‘T’ Drive).

Discussions with tutors and students. The students themselves (during informal discussions after classroom assemblies, RE lessons and assemblies) have identified several principles that underpin ‘successful’ assemblies. Praying in assemblies and tutor groups is monitored by the lay chaplain. Reports to SLT

Pupil evaluations of days of reflection and Kintbury retreat.

Feedback to HOD RE on reflections in RE lessons

Minutes of meetings and pupil statements in reports



## WHAT THE SCHOOL SAYS:

### **WHAT WILL WE DO NOW?** (Areas to be developed and targets for action)

Implement policy on Act of collective Worship: Develop assemblies by providing further workshop(s) for all staff on prayer and on praying in class and in assemblies and giving more targeted support for new staff and staff who may be unfamiliar with practice in a Catholic school as well as 6<sup>th</sup> Form and others who present weekly House assemblies.

Aim to use music more in assemblies, drawing also on instrumentalists and singers to lead and stimulate more group involvement.

Ask all year groups to complete a short questionnaire about assemblies in order to inform future planning.

Invite a broader range of pupils to evaluate and comment on the celebration of Mass in the form of a short questionnaire presented during the summer term.

Invite, if possible, liturgists to school to advise on new approaches to liturgical celebration and to comment on/evaluate school practice.

Make more opportunities for the people to sing the Mass, apart from the gathering song and Responsorial song/psalm.

Prepare organize and review the mission to be held in Spring 2008

### **TARGET CHOSEN**

Implement new policy on act of collective worship

### **REFERENCE TO SCHOOL DEVELOPMENT PLAN**

SECTION 1 PAGE 2

## VALIDATORS' JUDGEMENTS

### SECTION A.2: Worship in the school

#### KEY STRENGTHS

**The validators confirm that the quality of worship in the school is very good.**

Opportunities are created for the students to reflect on and pray about the practical application of Christian principles.

Effective use is made of technology, drama, music and dance to enhance the quality of liturgy, which is thoughtful and inclusive, encourages full participation by the students and nurtures their spiritual lives.

There is a good range of liturgies during the year. In particular the Advent service makes an outstanding contribution to the liturgical calendar and is a celebration of the whole community.

Liturgies reflect the school's Catholic foundation, whilst being respectful of other Christian traditions and world faiths.

An excellent chapel, at the heart of the school, provides a focal point for small group prayer.

The school being conscious of the diversity of faiths present within its community, provides a room for Muslim students in which to pray.

#### KEY AREAS TO BE DEVELOPED

The validators agree with the areas for development identified by the school and consider them to represent a sound basis for further development.

## WHAT THE SCHOOL SAYS:

### SECTION A.3: The rôle of priests and chaplaincy issues

#### WHERE ARE WE NOW? (Strengths)

**This area is judged to be very good.**

The role of the school chaplain is valued by the governors, staff and students. It can be summarised as

- To take a leading role in developing and supporting the Catholic life of St Anne's and to ensure that this fully reflects the school's Catholic ethos and mission as set out in the school aims
- To be accountable for leading, managing and developing the liturgical and spiritual life of the school staff and pupils
- To work with the SLT to ensure the continuation of the LSU tradition.

The chaplain also teaches part-time. As chaplain he reports to the Senior Deputy Head; regular line management meetings are held. Monitoring, evaluation and planning for the future take place through the school's self-evaluation and improvement planning processes. The chaplain works closely with Heads of Year and the Head of RE; he liaises with the local parish priests. The school benefits greatly from the chaplain's theological grounding, his musical and artistic creativity and his ability to relate to staff and pupils. Section A.2 shows the many ways in which he has promoted the spiritual life of the school in prayer and liturgy while section A.4 demonstrates his contribution to the school's solidarity with the global community, especially the poor and vulnerable and his service to the diocese.

St Anne's draws on pupils from a very wide range of parishes. The links formed with clergy are inevitably influenced by the distance of the parish from the school. The closest links are with the parish of St Edmund's. Fr Mark Hogan is a member of the governing body and visits the school to meet staff and pupils at least once every two weeks. Canon John and Fr Mark preside at school masses which are generally held in St Edmund's and leavers have expressed their appreciation of the memorable liturgies for Upper Sixth on their departure from St Anne's. Fr Mark has contributed to reflection days and Sixth Form RE mornings as well as attending Open Evenings to support the RE department. Their generous gift of time and support for individuals is greatly appreciated. Other clergy also visit the school, such as Fr Kryztof, who has made contact with Polish students, and Easter masses are presided over by local priests such as Fr Bill Wilson. These links give "church" a human face for pupils.

Local parishes are sent out copies of the school newsletter and priests are invited to events such as music concerts; the Headmistress has spoken after mass locally by invitation; items are regularly sent out to be included in parish newsletters. The Head has also attended meetings of local priests and Catholic Headteachers.

#### HOW DO WE KNOW? (Evidence)

Chaplain's job description  
Minutes of line management meetings  
Minutes of governing body meetings  
School calendar showing school masses  
Feedback from reflection days  
Minutes of Catholic Heads meetings  
Parish newsletters

#### WHAT WILL WE DO NOW? (Areas to be developed and targets for action)

Develop further contacts with parishes eg bulletin and improve priests' knowledge of the school  
See other sections for the developing role of the chaplain by the chaplain.

#### TARGET CHOSEN

Develop further contacts with parishes

#### REFERENCE TO SCHOOL DEVELOPMENT PLAN

SECTION 1 PAGE 3

## VALIDATORS' JUDGEMENTS

### SECTION A.3: The rôle of priests and chaplaincy issues

#### KEY STRENGTHS

**The validators confirm that the contribution made by local priests and the school chaplain is very good.**

The school is well supported by local parish priests, who celebrate Mass for the community and make time available to spend time talking to the students.

By his work and witness the chaplain makes an outstanding contribution to the religious life of the school.

The chaplain plays a significant part in helping the students understand faith in general and the practical implications of Christianity in particular.

The chaplain has a major responsibility for liturgy and also provides guidance for staff on tutor prayer and assemblies.

The thorough theological understanding of the chaplain has a positive and developmental influence on the religious life of the school.

Students and staff are provided with support by the chaplain and this is valued by them.

#### KEY AREAS TO BE DEVELOPED

The validators agree that further contact with parishes would be beneficial.

## WHAT THE SCHOOL SAYS:

### SECTION A.4: The wider community

#### WHERE ARE WE NOW? (Strengths)

**This area is judged to be excellent. Please see the attached document on contribution to community cohesion produced for CES. This area has therefore only been briefly evaluated here.**

St Anne's is proud of its religious foundation and staff and students are aware of the school's heritage. Induction for staff and Year 7 pupils includes an appreciation of the legacy of the LSU sisters for example in both Year 7 RE and History. The Catholic Life of the school is focused on continuously and explicitly since it is from this that the policies and procedures of the school draw their inspiration, for example, school policies are placed in this context by the introduction linking them back to the mission statement. However, it is in the day-to-day life of the school: the reflections, the focus on spiritual and moral development in academic lessons, the concern for individuals and the support for the needy and vulnerable that these are brought to life. It is in the mundane (eg arranging time for mass on school trips) that our commitment to strengthening pupils' prayer life becomes real.

St Anne's both contributes to the diocese eg input by the Head of RE, chaplain's role at diocesan liturgies, planned input to community cohesion training for governors and the school benefits from the support available eg links with other Catholic schools including feeder schools, training for SLT and for the RE department, input for the whole staff on inset day February 2006. Teaching and learning within the school benefits from these contacts. The school also uses the diocesan newspaper as a means of communicating with potential parents and parishes and parents to publicise major events and pupils' achievements.

Links to the local community are excellent. The school has strong links with local educational institutions (the university, other schools, feeder schools) and with local businesses through the Science and Mathematics specialism. Local charities are supported such as Two Saints. These contacts have a strong impact on the day-to-day experience of students eg lessons from student ambassadors, visits to Ferrings.

The position of St Anne's within the national and international church can be seen in the library in the Catholic publications such as the Tablet which are available for staff and students as well as in the support shown for the marginalised and vulnerable within the school community, in the locality and across the world. The school raises funds for CAFOD, Two Saints, Love-in-a -box, Royal British Legion, Wessex Cancer, Traidcraft, Naomi House, Catholic Children's Society and the Mental Health Foundation. Events are held every term and pupils are encouraged not only to raise funds but also to give their time through links with SAY-IT, (a local trust encouraging youth action) and Millennium Volunteers. This group has been invited in every term to speak to Sixth Formers and the impact has been a large increase in volunteering in the Sixth Form. Campaigns such as "Dirty Gold", Give my friend a teacher and Live Simply have captured pupils' imaginations. Visits by local MPs, speeches by workers for charities abroad, taking part in Model UN debate are important means of giving pupils a wider vision of their place in the world.

#### HOW DO WE KNOW? (Evidence)

Community cohesion document  
Records of attendance at diocesan activities  
Articles in Portsmouth People  
Spiritual and moral development statements by departments following staff inset day 2006  
Amount of money raised for charities eg £2000 for CAFOD Sept 2006-March 2007  
Millennium Volunteers logbooks

#### WHAT WILL WE DO NOW? (Areas to be developed and targets for action)

Continue work on Diocesan plan "Go forth and bear fruit" – aspect selected is "being a Eucharistic community" as this includes not only liturgy but service as sacrament

Work with central district on identifying local needs that St Anne's can meet through Extended Schools.

#### TARGET CHOSEN

Continue work on Diocesan plan

#### REFERENCE TO SCHOOL DEVELOPMENT PLAN

SECTION 1 PAGE 2

## VALIDATORS' JUDGEMENTS

### SECTION A.4: The wider community

#### KEY STRENGTHS

**The validators confirm the school's judgement that its involvement with the wider community is excellent.**

The promotion of community cohesion, through a wide variety of outreach activities, is outstanding.

Courses are provided by the school for the wider community.

Students volunteer in the local community to support sporting, educational, social service and charitable endeavours.

The school collaborates extensively with students and teachers from other local schools.

The needs of other faith communities are taken seriously.

School policies and curriculum reflect the school's concern to promote community cohesion.

Extensive charity work is undertaken, including support for CAFOD.

Through the commitment to Fairtrade and recycling, the students are encouraged to confront issues of social justice and stewardship of God's creation.

#### KEY AREAS TO BE DEVELOPED

The validators agree that the school should continue work in support of the Diocesan Pastoral Plan and in particular that it should become involved in the stewardship project.

## WHAT THE SCHOOL SAYS:

### SECTION B.1: Leadership and management of the RE department

#### WHERE ARE WE NOW? (Strengths)

**The school judges its practice in this section to be very good.**

- The personal development (spiritual, moral and cultural) and academic progress of pupils are central to the aims and practice of the R.E. department.
- Clear vision of the role and purpose of R.E. shared by the dept with the school & Heads Cluster group.
- Close liaison with chaplaincy – curriculum topics linked to assemblies and days of reflection.
- Role of R.E. and the R.E. /R.S. syllabi are shared with parents through curriculum booklets, open evenings and reports.
- The requirements of the Catholic Schools Directory are met through the teaching of Icons at KS3 and full course GCSE RS at KS4.
- The R.E. Department is fully staffed with experienced specialists, and enthusiastic non-specialist staff. 2nd in Dept appointed with responsibility for KS3.
- Department budget is appropriate for R.E. as a core subject; department spending has been monitored with no overspend (05/06).
- Teacher-made resources are very good; differentiation at KS3 and KS4 are very good.
- ICT used to prepare and deliver R.E lessons.
- Teacher views are considered in matters of timetabling, group allocation, coursework titles, deadlines etc.
- Department documentation is very good and accessible to all staff.
- Departmental handbook outlines key policies and procedures within the dept.
- R.E. Department Teaching and Learning Policy produced and evaluated (2006).
- R.E. Department contributes to cross-curricular events with Science and inputs to whole school policies through representation on working parties.
- Peer observation and whole school lesson observations identify the strengths and areas of development for individuals and the department as a whole.
- Staff training identified and addressed through performance management, INSET days, out of school training.
- Head of Department and 2<sup>nd</sup> in Department attend Diocesan Training Days.
- Departmental Improvement Plan for 2006/7 identifies and prioritises areas for development.
- The R.E. Department works collaboratively to plan and evaluate clear schemes of work, taking into account individuals experience and professional development needs.
- Responsibilities for aspects of the schemes of work are delegated amongst dept members.
- Time tabled line management meetings and dept meetings are used to share good practice, moderate marking, develop departmental policies, discuss pupils progress and attainment.
- Pupil progress at GCSE and A level is regularly analysed and monitored.
- Pilot questionnaire carried out with Yr 7/8 pupil focus groups to collect pupils views on teaching and learning (Summer 2006).

#### HOW DO WE KNOW? (Evidence)

- Exam analysis GCSE and GCE AS/A2
- Curriculum booklet and sample of reports
- Icons schemes of work and evaluations
- Curriculum maps
- Lesson observations
- Performance management paperwork

## WHAT THE SCHOOL SAYS:

- Minutes of dept meetings, mentoring session, line management meetings
- Evaluations of inset/training
- Letters from the head teacher
- Department Improvement Plan
- Department Handbook
- School website
- PowerPoints
- Pupil evaluations

### WHAT WILL WE DO NOW? (Areas to be developed and targets for action)

- To strengthen link with the allocated governor for RE through RE events (Open Evening, Ethics Day & gifted and talented activities)
- Strengthening links with other departments
- Build links with key primary feeder schools through lessons and visits.
- Management of KS3 schemes of work and resources to be monitored through timetabled line management meeting between HoD and 2<sup>nd</sup> in Dept.
- Refine/develop pupil questionnaire & focus groups using Study Wiz.
- Review budget in light of increased numbers at A level and purchase relevant books and artefacts.

### TARGET CHOSEN

- Build links with key primary feeder schools through lessons and visits.
- Management of KS3 schemes of work and resources to be monitored through timetabled line management meeting between HoD and 2<sup>nd</sup> in Dept.

**March 2007**

### REFERENCE TO SCHOOL DEVELOPMENT PLAN

Area 1 and 2: Catholic life of the school

Area 6: Leadership and Management

## VALIDATORS' JUDGEMENTS

### SECTION B.1: Leadership and management of the RE department

#### KEY STRENGTHS

**Validators confirm the judgements the school has made about the quality of the leadership and management of the RE department, as being very good.**

- Leadership and management of the department are very good.
- The vision and commitment of the headteacher and head of RE as to the status of RE, are at the heart of the school ethos.
- The head of RE has a clear vision of the rôle and purpose of RE and the contribution that it makes to the spiritual life of the school.
- The contribution made by the department to the distinctive Catholic nature of the school is evident throughout the daily life of the school.
- The RE department is professional and committed to raising standards and having academic rigour.
- The systems and structures that support the work of the department are clearly documented and are reflected in the sharing of good practice.
- The department makes an effective contribution to the spiritual and moral development of it's students through the enrichment opportunities.
- The head of department is to be commended on her inspirational approach in leading the RE department.
- The department is to be commended on its use of information and communication technology (ICT) and differentiated resources.

#### KEY AREAS TO BE DEVELOPED

To address further the quality of leadership and management of the RE department, governors and headteacher should consider:

- The requirement of the Bishops Conference for England and Wales for ten per cent curriculum time to be allocated to key stage 3 and key stage 4.
- Further development of KS3 schemes of work and resources to be monitored by the head of department.
- Developing links with key primary feeder school.

## WHAT THE SCHOOL SAYS:

### SECTION B.2: Attainment and progress in religious education

#### WHERE ARE WE NOW? (Strengths)

The school judges its practice in this section to be good.

- KS2 average SATs, CATS scores and Fisher Family Trust are used to set the end of **KS3** target grade in RE (school policy).
- A common baseline assessment is set after the first module to identify pupils' initial level, knowledge and understanding of R.E.
- Pupils in Year 7 achieve between L3 to L5 (indicating a higher standard than other diocesan schools).
- Progress is monitored through a range of assessments set by the class teacher according to department policy.
- Level criteria are shared with pupils and good examples are modelled; pupils receive written feedback on their attainment and area(s) for improvement.
- Differentiated material is identified in schemes of work for less able students.
- Learning outcomes are shared with pupils and assessed through plenary activities throughout and/or at the end of the lesson.
- Class work and homework is regularly marked and awarded an effort grade with a comment identifying praise and concern.
- At the end of KS3 the majority of pupils meet their target grade with all making degrees of progress.
- **KS4 and AS/A2** minimum target grades are set using ALIS graphs and shared with pupils (school policy).
- The majority of students achieve in line or exceed their target grade at both GCSE and A level.
- 2006/07 improved AS and A level results.
- At GCSE pupils achieve above the national average A\*– C and A\*– G. Attainment is monitored through tests, examinations and coursework.
- Pupils at GCSE and A level receive written and oral comments based on exam board criteria.
- Regular moderation of marking is in place to ensure consistency across the dept.
- Pupils draft GCSE coursework is helping them to become familiar with the bands and identify areas for improvement; opportunities for peer marking of examination questions at KS4.
- AS/A2 tutorials have been trialled and areas of strengths and development discussed.
- Most pupils from ethnic minority groups make progress in line with or above expectations; where necessary teachers liaise with the ESL co-ordinator and support has been given in coursework.
- At KS3/4 there is some in-class support for pupils with statements and IEPs; individual teachers provide support material where necessary and complete IEP reviews as requested.
- Class teachers have easily accessible records of students target grades, Av Key Stage scores and SEN etc and use the information to plan appropriately.
- Long reports are completed with comments on attainment and targets for development.
- KS4 Data base set up and being piloted to track progress of Year 10 students.



## WHAT THE SCHOOL SAYS:

### HOW DO WE KNOW? (Evidence)

- School data distributed to dept
- Department levels and assessments
- Sample of moderated work at KS4
- Samples of end of KS3 reports
- Dept self review of AfL (inset day)
- Dept. Exam Analysis
- Samples of level assessed work at KS3/KS4/KS5
- Pupil self-reviews (across Key Stages)
- Scrutiny of pupil books by LMM and HoD

### WHAT WILL WE DO NOW? (Areas to be developed and targets for action)

- As a dept request overviews of levels in other humanity subjects and compare progress & attainment.
- Review tasks to ensure opportunities are given to achieve levels 7/8 – evaluation/analyse elements at KS3
- Pupil interviews across Key Stages
- Implement KS3 and KS4 Data base to track pupil progress.
- Clarify KS3 core assessments and standardise level marking across the department.
- To improve residuals at GCSE

### TARGET CHOSEN

**Clarify KS3 core assessments and standardise level marking across the department.**

**To improve residuals at GCSE**

1. As a department, review/redo core assessment s and create assessment booklet for each KS3 year and produce proforma for feedback to students.
2. To moderate level marking at KS3.

**March 2007**

### REFERENCE TO SCHOOL DEVELOPMENT PLAN

#### Area 3 Achievement and Standards

Improve results at KS3 for Level 6 and above  
Improve residuals at GCSE

## VALIDATORS' JUDGEMENTS

### SECTION B.2: Attainment and progress in religious education

#### KEY STRENGTHS

**Validators confirm the judgements the school has made about attainment and progress in religious education, as being good.**

They also recognise and commend:

- The very good results achieved, particularly at GCSE level.
- Improving AS and A2 level results.
- The positive attitude of students across the key stages towards RE.
- The quality of students' written work in RE clearly demonstrating progress across the key stages and some very good work at the highest ability range.
- The use of target setting and formative comments which helps the students to make progress.
- The good work done by students, when given opportunities to work collaboratively.
- Resources which are differentiated to allow for ease of access to key information.
- The good use made of learning support assistants.

#### KEY AREAS TO BE DEVELOPED

Validators identify the following points to develop further and enhance attainment and progress in religious education:

- Develop further the students' understanding of levels at KS3 and how to progress in their learning.
- Review assessment at KS3 and introduce evaluation materials.
- Develop further monitoring of homework, so as to enhance attainment.

## WHAT THE SCHOOL SAYS:

### SECTION B.3: Quality of teaching

#### WHERE ARE WE NOW? (Strengths)

**The school judges its practice in this section to be very good.**

- Teacher knowledge of the Catholic Faith and implementation of strategies for effective teaching and learning at all Key Stages are sound, with some outstanding elements.
- Regular monitoring of the quality of planning and teaching through performance management, peer observations and lesson observations by Head of Dept and Line Manager.
- The requirements of the Curriculum Directory at KS3 met through Icons and full course GCSE at KS4.
- Schemes of work are thorough and identify clear learning objectives, lesson outcomes, resources, range of strategies for teaching and learning (reviewed and updated).
- Teachers use learning objectives/lesson outcomes/knowledge of pupils individual needs to inform planning and provide differentiated material and tasks.
- All students have equal access to the curriculum at all Key Stages; - introductory lessons encourage pupils to reflect on their experiences/understanding of the key spiritual/religious concepts.
- Reflection time at KS3 plus planned activities provide opportunities for all students to reflect on their own experiences in light of their learning.
- Schemes of work have opportunities for discussion in pairs & groups; role play and drama are used occasionally.
- Muslim/Sikh pupils have contributed to initial planning stages of modules on Islam and Sikhism and alternative tasks for other faiths students are set – e.g. Islam and Women/Sikhs in Southampton. Teaching is complemented by visits from local Priests and representatives from the Muslim community.
- R.E homework is varied and planned so that students can apply/extend their progress and learning made in the lesson. It is regularly marked using the school marking policy.
- At KS3 and KS4 Literacy strategy has been fully implemented and incorporated in schemes of work enabling students to produce work using a range of literary formats; writing frames for different genres have been developed for specific use in R.E.
- ICT is used by both staff and students at all KSs to i) research and extend knowledge ii) to present work iii) to set class tasks (starters, plenaries, reflections etc)
- Progression at all Key Stages is evident and reported using attainment levels on short and long reports in line with school policy.
- In years 9 more challenging AO2 assessments are enabling the more able to achieve higher levels.
- Students are keen to participate and contribute to discussions and class activities; they are willing to hypothesise and ‘risk’ sharing ideas and interpretations.
- Peer marking and assessment for learning embedded in GCSE course.
- Study Wiz used for discussion in GCSE course.
- Staff attending courses cascade their knowledge and areas for implementation at Dept meetings; the structure of school inset days ensure that the dept reviews its practice and identifies areas for development.
- Head of RE and 2<sup>nd</sup> in Dept regularly attend Diocesan Training Days and implement new strategies.



## WHAT THE SCHOOL SAYS:

### HOW DO WE KNOW? (Evidence)

- Schemes of Work KS3/4/5
- Lesson observations and Head of Dept report
- Minutes of Dept Meetings
- Performance Management
- Dept development Plan
- Dept teaching and learning policy
- Reports

### WHAT WILL WE DO NOW? (Areas to be developed and targets for action)

- Liaison with primary schools to find out about KS2 topics
- Develop cross links with Drama
- Incorporate Study Wiz homework tasks across KS3
- Subscribe to RE Today
- Plenaries Directory – focus on assessing progress of spiritual/reflective elements of RE not just knowledge
- Strategies to enable pupils to share/engage with and assess pupils with the learning outcomes of lesson
- Students to evaluate their own assessment work using levels prior to teacher assessment KS3

#### TARGET CHOSEN

Incorporate Study Wiz homework tasks across KS3

**March 2007**

### REFERENCE TO SCHOOL DEVELOPMENT PLAN

#### Area 5 Teaching and Learning Curriculum

Increase number of good or outstanding lessons  
Develop use of ICT to support teaching and learning

**March 2006**

## VALIDATORS' JUDGEMENTS

### SECTION B.3: Quality of teaching

#### KEY STRENGTHS

**Validators confirm the judgement the school has made about the quality of teaching in religious education, as being very good.**

Six lessons were observed across key stages 3 and 4. Outstanding teaching was seen in key stage 3.

Validators confirm and commend:

- The members of the RE department working well together as a team and showing a high level of commitment towards students' learning.
- The sound subject knowledge of the specialist religious education teachers.
- Lessons well planned and organised with a variety of teaching strategies.
- Opportunities given for prayer and reflection in the RE lessons to support students' spiritual development.
- The use of ICT and differentiated resources to enhance delivery of the subject.
- Detailed schemes of work , which inform the delivery of RE.

#### KEY AREAS TO BE DEVELOPED

To enhance further the quality of teaching, validators recommend:

- Further development of challenging activities for the more able students.
- Continuing to raise standards and share good practice through more peer observation.

## WHAT THE SCHOOL SAYS:

### SECTION C.1: Spiritual development

#### WHERE ARE WE NOW? (Strengths)

**We have judged that the quality of spiritual development at St Anne's is excellent.**

The school's vision and mission statement state that we aim to enable each individual to develop his or her full spiritual, personal, social and academic potential and that we strive to achieve this by a spiritual formation based on the Catholic faith and by fostering a learning environment. The school's development plan includes sections to make these aims a lived experience.

The teaching of religious education (RE) is central to the life of the school. The department both teaches an academic subject rigorously and also nurtures pupils' spiritual development. The syllabus is based on the teachings of the Catholic church and incorporates the study of other faiths. Pupils are provided with opportunities to reflect (every KS3 lesson has a time for reflection) and they explore the values and attitudes of others and reflect on the fundamental questions of life. Explicit spiritual objectives are identified in schemes of work and year overviews.

Following a staff development day run by the diocesan department for schools, all departments have considered how they contribute to the spiritual development of pupils and have written statements highlighting opportunities available in their subject for spiritual development – and these include opportunities for reflection and empathy. These opportunities have been written into schemes of work. This process is being monitored by Senior Leadership Team (SLT) line managers. Cross-curricular work such as the genetics and ethics mornings run by the Science and RE departments demonstrate to pupils that all parts of the curriculum are opportunities for spiritual development.

The school chaplain contributes a great deal to the spiritual development of staff and pupils. He oversees the Oasis Room; he produces a range of materials to assist tutors and heads of year (HOYs) to nurture spiritual development; he visits assemblies and tutor groups and makes recommendations for improvement. Displays on boards and on the plasma screen provide stimulus for the whole school. The chaplain organises masses and liturgies which foster spiritual growth and a new liturgy group has been set up.

The programme of induction for Year 7 pupils includes a reflection day. Half days have also been arranged for pupils in Years 9 and 11. These days for Years 9 and 11 have been planned by the RE department with the chaplain, Fr Mark Hogan and a local youth worker. Involvement of the local Baptist minister made this an ecumenical event. A residential retreat at Kintbury is on offer to members of Year 11 and the Sixth Form. The students appreciated the opportunities to stand back and reflect; many commented on the benefit of a break from the stress of examination work; they wrote of the chance to be rather than to do. A school mission has been booked for January 2008.

The impact of this work across the curriculum is the outstanding personal development of pupils noted by Ofsted in January 2007

#### HOW DO WE KNOW? (Evidence)

##### **Ofsted report 2007**

Positive feedback on Year 7 induction day and programme  
Positive feedback on Year 11 reflection day and Sixth Form retreat  
School Vision and Mission Statement  
School Improvement Plan (particularly Sections 1 and 2)  
Departmental and year spiritual development statements  
Schemes of Work  
Chaplaincy materials  
Assembly programmes  
Reflection Day materials

#### WHAT WILL WE DO NOW? (Areas to be developed and targets for action)

- Improve co-ordination and monitoring of spiritual development across the curriculum
- Continue work on implementing diocesan plan
- Draw up and implement programme of induction and continued professional support for staff

#### TARGET CHOSEN

**Continue work on Diocesan Plan**

#### REFERENCE TO SCHOOL DEVELOPMENT PLAN

SECTION 1 PAGE 2

## VALIDATORS' JUDGEMENTS

### SECTION C.1: Spiritual development

#### KEY STRENGTHS

**The validators confirm the school's judgement that provision for spiritual development is outstanding.**

The contributions that are made across the curriculum are clearly audited and monitored as part of the school's internal review mechanisms.

The students are helped to see the practical application of spiritual concerns.

The chaplain provides excellent advice on prayer and weekly prayer sheets.

The students are encouraged to develop a mature understanding of prayer.

Days of reflection are used effectively to support spiritual development.

PSHE makes an explicit and positive contribution to spiritual development.

A thoughtful and inclusive approach to liturgy nurtures the spiritual life of the community.

The religious education programme provides numerous opportunities for the spiritual development of the students.

#### KEY AREAS TO BE DEVELOPED

The validators agree with the areas for development identified by the school. Continuing support and development for staff in this important area will continue to feature in the school's planning.

## WHAT THE SCHOOL SAYS:

### SECTION C.2: Moral development

#### WHERE ARE WE NOW? (Strengths)

Moral development at St Anne's is judged to be excellent.

The school vision and mission statements state that all aspects of school life should reflect God's love for the individual and that the school aims to nurture a spirit of encouragement and respect for every person.

The tutors and heads of year provide a very effective pastoral system. Tutors and HOYs generally stay with their groups from year 7 to Year 11 (or in both Lower and Upper Sixth) and this enables members of staff to know pupils well and to monitor their academic and personal development closely. Pupils feel able to seek help and advice from members of staff who are readily accessible. Tutor teams and the HOYs meet regularly to discuss pastoral issues.

Communication with all parents is frequent and regular. Parents are kept up-to-date via reports, praise letters and newsletters as well as the school website while their opinions are sought via surveys and questionnaires. In matters of concern, tutors and HOYs keep in close personal contact with parents. Pupils may need extra support for many reasons and assistance is available from student mentors, staff mentors, the Special Needs Department, the chaplain and the school councillors as well as from outside agencies.

The school aims to build a community based on gospel values as set out in the school mission statement. This is supported by the school's behaviour policy. Our moral code and its roots in Christian values are made explicit to pupils in many ways: through the code of conduct in logbooks, the classroom charter displayed in classrooms, tutor time reflections, assemblies, PSHE lessons and the ways in which adults relate to each other and to pupils as well as by the pupils themselves in work such as Bullybusters, reading mentors, the buddy system and as prefects. The moral code extends to life beyond school. Pupils are encouraged to develop a social conscience through many charitable activities such as support of CAFOD and other charities, the Make Poverty History campaign and running a Traidcraft stall.

The impact of these initiatives is that the vast majority of pupils conduct themselves well. They respect other people and adhere to the code of conduct. Relationships are important to them and they contribute positively to the community as year and school councillors, prefects, form captains and house captains.

St Anne's takes bullying seriously. The anti-bullying policy is shared with all parents and relevant procedures are regularly reinforced in team meetings. Pupils are regularly asked about bullying via questionnaires and are also encouraged to tell staff if they or others are being bullied. Pupils also take an active role in combating bullying, e.g. via bullybusters and the school council. Incidents of bullying are investigated fully and dealt with sensitively.

The PSHE programme is drawn up and reviewed regularly by HOYs. It is delivered by tutors and outside speakers who are experts in their field. There is some in-service training by HOYs for their tutor teams.

The Education for Personal Relationships policy (EPR) has been reviewed. All parents were invited to a session to introduce the new policy. Teaching on relationships and sexual issues takes place in PSHE, RE and science lessons and will be supported across the curriculum more widely in the future. All departments have considered how they contribute to the moral development of pupils and have written statements highlighting opportunities available in their subject for moral development. These are now highlighted within Schemes of Work. This process is being monitored by Senior Leadership Team (SLT) line managers.

The behaviour policy and procedures make sure that incidents are explored fully and that the reasons for both pupils' behaviour are known and that sanctions are given in a way that respects the individual, distinguishing between a person and unacceptable behaviour. Pupils are helped to understand the effects of their behaviour and how incidents can hurt others as well as themselves. Heads of Year work hard to encourage improvement using a range of methods such as positive reports. When a pupil returns from a period of exclusion, a reintegration interview is held with the



## WHAT THE SCHOOL SAYS:

parents, head of year and headmistress so that expectations are made clear and issues can be discussed. The pupil may be withdrawn from some subjects for a time to help the re-integration process and a positive report may be used for the first few days. The head of year and tutor will monitor the pupil's progress.

Letters home, displays of work, certificates for good attendance and for progress, colours for sports, comments in log books, celebration assemblies, reports in the newsletters and a merit system are all used to recognise and celebrate good behaviour, extra effort and achievement by pupils.

The five outcomes of the Every Child Matters framework are comprehensively covered by both academic departments and pastoral teams.

### HOW DO WE KNOW? (Evidence)

Ofsted report 2007

School Vision and Mission Statement

Tutor teams minutes and Heads of Year Minutes

Reports, newsletters, website, Keele Survey (2005), other questionnaires eg post target setting day (2006), HOYs files: letters and records of phone calls

School Policies eg Behaviour policy, anti-bullying policy

Code of conduct, logbook, classroom charter, assembly programme, PSHE programme

Certificates from CAFOD, photos, Traidcraft accounts

Departmental moral development statements, Schemes of Work, line management minutes

Incident forms, low exclusion rates, Keele Survey answers.

Positive reports, records of reintegration interviews

Heads of year files, displays, certificates, newsletters, logbooks

Every Child Matters statements

### WHAT WILL WE DO NOW? (Areas to be developed and targets for action)

- Improve co-ordination and monitoring of moral development across the curriculum
- Provide a planned programme of induction and support for all staff into the Catholic ethos of the school
- Improve the quality of teaching and learning in PSHE & citizenship
- Review and amend system for rewards and sanctions

### TARGET CHOSEN

Improve the quality of teaching and learning in PSHE

### REFERENCE TO SCHOOL DEVELOPMENT PLAN

SECTION 4 PAGE 1

## VALIDATORS' JUDGEMENTS

### SECTION C.2: Moral development

#### KEY STRENGTHS

**The validators confirm the school's judgement that moral development is outstanding.**

The contributions that are made across the curriculum are clearly audited and monitored as part of the schools internal review mechanisms.

Relationships between the students and between students and staff are excellent and characterised by mutual respect.

Behaviour is very good and the students are encouraged to treat others as they would wish to be treated.

Students are encouraged to recognise the needs of others and take these into account in the daily life of the community.

PSHE makes a positive contribution to relationships and the management of emotions.

The religious education programme challenges students to examine their moral decision-making in the light of the Gospel.

Extensive charity work is undertaken including support for CAFOD.

Through the commitment to Fairtrade and recycling the students are encouraged to confront issues of social justice and stewardship of God's creation.

The school celebrates success as a means of reinforcing appropriate attitudes and behaviour.

#### KEY AREAS TO BE DEVELOPED

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

## SOURCES OF EVIDENCE FOR THE VALIDATION

As part of the validation process:

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

Two validators carried out the validation during two school days.

During the validation days, interviews and discussions were held with:

- The headteacher;
- The chair of governors;
- The head of RE;
- The deputy head responsible for pastoral care;
- Two heads of year;
- The PHSE co-ordinators;
- The SENCO;
- The school council;
- A local parish priest;
- The chaplain;
- Three parents;
- The RE department.

Six religious education lessons were observed.

Two assemblies and two class prayers were observed.

A sample of students' religious education books and folders was scrutinised.

Religious education resources were examined.

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

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

Informal feedback was given to the senior leadership team, chair of governors and the head of RE at the end of the second day.

### **Conclusion**

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

## PARENTS' QUESTIONNAIRE (RELIGIOUS EDUCATION)

		I AGREE		NEUTRAL	I DISAGREE	
		Strongly	Moderately		Moderately	Strongly
1	I am made to feel welcome by the school.	55%	29%	13%	1%	1%
2	My son/daughter is happy at the school.	60%	27%	10%	2%	1%
3	I feel the school communicates well with parents.	46%	34%	12%	4%	3%
4	I feel that Catholic values influence all aspects of the school.	50%	33%	13%	3%	1%
5	The school provides regular reports on my son/daughter's progress in religious education.	41%	34%	17%	6%	1%
6	I am satisfied with my son/daughter's standard of work in religious education.	51%	33%	14%	1%	0%
7	The school gives good support to students from other Christian traditions and other faith traditions.	51%	28%	19%	2%	0%
8	Links with home, school and parish are well developed.	28%	37%	28%	5%	1%
9	The school keeps parents well informed regarding sex and relationships education.	22%	34%	27%	12%	6%
10	The school provides clear guidance on health, personal growth and moral development to students.	40%	38%	17%	4%	0%
11	I regard the school as a supportive, caring Catholic community.	63%	24%	12%	1%	0%

Totals may be less or more than 100% due to rounding.