



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST JAMES CATHOLIC PRIMARY SCHOOL

WIGAN

Inspection Date Tuesday 27 November 2012

Inspectors Mrs Marie Connolly
Mrs Sue Banister Mrs Meg Buckley

Unique Reference Number 106492

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary

Age range of pupils 4-11

Number on roll 319

Chair of Governors Mr Paul Williams

Headteacher Mr Gary Hayes

School address St James Road
Orrell
Wigan
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Date of last inspection 26 June 2007

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St James' school is a larger than average sized Catholic Primary School situated in Orrell, Wigan serving the parish of the same name.
- There are 319 children on roll of whom 308 are baptised Catholic, 6 come from other Christian denominations, and 5 from other faith or religious traditions.
- There are 16 teachers of whom 14 teach Religious Education. Thirteen are Catholic. Thirteen teachers have a suitable qualification in Religious Education. All others are currently undertaking the Catholic Certificate in Religious Studies.
- Since the last inspection a new headteacher and Religious Education co-ordinator have been appointed.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Overall effectiveness:

St. James' is a good school in providing Catholic Education.

Inspection Judgements

The extent to which the pupils contribute to and benefit from the Catholic life of the school.

- Pupils knowledge and understanding of the school's Mission Statement and their understanding of the part they play within it is outstanding. They have been involved in its evaluation and have interpreted it for themselves. The Mission Statement and the children's version are to be reviewed as there is a new headteacher and coordinator.
- Pupils have an outstanding sense of belonging to the school community and value and respect others. Relationships at every level are outstanding.
- Pupils are encouraged to take on roles of responsibility in the school and wider community e.g. playground leaders, buddies, school council which they do with enthusiasm.
- Pupils are actively involved in developing the Catholic character of the school by being involved in such activities as planning services, being members of the school's ECO council, designing and developing the Spirituality garden.
- Pupils benefit from participation in away days and retreat activities e.g. Year 6 visit Don Orione farmhouse with the parish priest.
- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. Parents greatly appreciate the school's contribution in this.
- Children are quick to praise and acknowledge the contribution of others. This was seen frequently on the day of inspection. They show a readiness to embrace and celebrate their lived experiences e.g. at the weekly awards assembly.
- Pupils embrace opportunities to meet their potential in all aspects of school life. They are enthusiastic and enjoy a challenge.
- Pupils are involved in service to the local faith and religious communities e.g. reading and singing in church, and the immediate neighbourhood served by the school e.g. singing at a local care home. They also serve the wider community in a variety of ways e.g. fundraising for numerous charities. They show respect and understanding of other faiths and religions and children from other religious backgrounds are encouraged to share elements of their faith and culture during the school's Other Faith week.

How well pupils' achieve and enjoy their learning in Religious Education

- On entry to school children's knowledge and understanding of the Catholic faith is broadly average.
- Pupils' achievement in Religious Education is good. For a number of children achievement is outstanding.
- Pupils' attainment in Religious Education is above average. Most pupils make at least good progress in relation to their starting points and capabilities and some make outstanding progress.
- There is no difference in performance between pupils of different gender.

- Outcomes for pupils with additional or special needs are good. They are well supported.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level or above for their age and stage of development in each key stage. The school needs to produce a track record of their assessments of attainment in Religious Education for each class and across the school. These will provide a good picture of trends in achievement over time.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life. They are articulate when discussing their work.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour.
- Pupils are encouraged to work independently and collaboratively and do so well.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners e.g. the research homework undertaken on the saints.

How well pupils' respond to and participate in Collective Worship

- Pupils show good interest, respond well and actively participate in Collective Worship. When they are responsible for the planning and delivery they should ensure opportunities are provided for others to participate fully.
- They act with reverence and are keen to participate in a variety of gatherings e.g. assemblies, liturgical services and Masses.
- Pupils' knowledge of prayer and liturgy is increasing.
- They become familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence. This was moving on the day of inspection. It would be good for all worship to contain some music for children to respond to.
- They are becoming increasingly more confident preparing and leading worship from their earliest years. They do so with confidence, competence and enthusiasm. This is an area of significant development since the last inspection.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching is good or better in ensuring that pupils are interested and engaged and make good progress.
- Teachers display good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils. Some teaching is outstanding. This outstanding practice should be shared to raise standards even further.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education.
- Teachers take into account pupils' prior learning when planning so that the work consolidates, builds and extends their knowledge and understanding.
- Teachers provide opportunities for pupils to work independently and collaboratively. Good use is made of time and resources including other adults and very good use of Information Communication Technology to maximise learning.
- Pupils are informed of their progress and how to improve both orally and through marking. Some children are given opportunities to discuss their work and how to

improve during plenary sessions. This needs to happen in all classes. Use of the driver words will support this.

- Effort and achievement are celebrated in class and the school as a whole on a weekly basis. Letters of commendation are also awarded.
- The assessment of pupils work in Religious Education is good
- The school has good assessment strategies which provide some accurate and detailed information on the achievement of pupils. This and future tracking needs to be shared with others e.g. governors and parents.
- Teachers are able to identify how well pupils are achieving and tackle underachievement. Greater differentiation of tasks across the school will support this.
- Teachers need to provide greater opportunities for pupils to evaluate their own work in plenary sessions. Use of the driver words will support this.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The curriculum is good in meeting pupils' needs.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Religious Education Curriculum Directory. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils learning.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as visits to church have a positive impact on the curriculum. Use of the spiritual garden will also support this in future.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is sometimes customised to meet the needs of groups and individuals. Greater differentiation of tasks to address the variety of pupils needs indicated through assessment will raise standards further.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. It would be good for the school to invite visitors from Other Religious Traditions to share their beliefs. Parents of children in school are often willing to do so. Visits to places of worship for other religious traditions would also benefit the children.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is central to the life of the school and a key part of school celebrations.
- The Church's seasons are focal points in school life.
- The Collective Worship provided is outstanding in reflecting the Catholic character of the school and taking into account the variety of Faith backgrounds among the pupils.
- Class masses and liturgies are planned by children with the parish priest and parents and others invited to attend.

- The themes chosen by pupils and staff reflect a clear understanding of the church's mission and Collective Worship plays a key part in meeting the Spiritual needs of the pupils.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school has provided in-service for staff to develop the skills in planning, leading and evaluating Collective Worship.
- Classes have an appropriate focus for worship. Teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively. This is also supporting their liturgical formation.
- Opportunities are provided for parents, carers the local and wider Faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting and developing the Catholic life of the school and show an outstanding understanding of and commitment to the Mission of the Church. This is a real strength of the school and is reflected in the Schools self evaluation. This has enabled the school to build and improve on its previous performance.
- The headteacher, subject leader and chair of governors all play key roles in the parish also. This is an exceptional witness to the children and their parents.
- All who form part of the school community including parents, Priests, governors were involved in the development of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness. The children then developed their own child friendly version. A review is planned in light of new leadership.
- Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school e.g. planning and leading services, outreach to the local and wider community. They know, own and live out their Mission Statement.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge This leads on to well targeted planning and actions taken by the school often creatively conceived with key partners e.g. Faith4change helping to design the Spirituality garden.
- The school provides excellent induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it e.g. ensuring all staff complete the Catholic Certificate in Religious Studies within 3 years. The subject leader is also given management time to undertake her role.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, and managers. An up to date policy is in place.
- A range of opportunities for Spiritual and Moral developments are provided for staff and pupils such as worship at the start of staff meetings, retreats and residential trips. These reflect what is of worth in St James'.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. This is a key element in the Mission Statement. Close work between the headteacher and Equality governor as part of the work on the new Equality Act has led to a greater awareness and links with Churches Together in Orrell.

- There are positive relationships at every level within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. the new Sacramental provision. Their response has been overwhelming.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are good in promoting monitoring and evaluating the provision for the Religious Education of the school Catholic life of the school.
- Monitoring data has started to be used to evaluate the schools performance and plan for future improvements.
- Teaching and learning is monitored and appropriate feedback and support has been given when necessary. Any outstanding practice needs to be shared and celebrated. This will ensure greater consistency throughout the school and raise standards further.
- Continuing professional development opportunities are provided for all.
- Assessment information is collated and now needs to be tracked by the subject leader and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The subject leader is good in guiding Religious Education. She shows real commitment and introduces new initiatives when appropriate. Good documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated regularly in class and whole school gatherings.

What does the school needs to do to improve further?

- Raise attainment and accelerate progress further by:
 - using information gained through formal assessments to track pupils progress in classes and across the school over time and share with the leadership team, governors and parents;
 - ensuring outstanding practice observed through monitoring (teaching and learning, planning and workbooks) is shared formally to ensure greater consistency throughout the school.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's Collective Worship	2

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	2
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate