

DIOCESE OF SHREWSBURY

DIOCESAN EDUCATION SERVICE

...committed to encouraging 'fullness of life'



SECTION 48 INSPECTION REPORT:

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

School:	St James Catholic Primary School
Address:	Cheriton Close Hattersley SK14 3DQ
Tel No:	0161 368 3455
URN:	106239
Headteacher:	Mrs J Walker
Chair of Governors:	Rev P Hughes
Date of Inspection:	15 March 2012
Inspectors:	Mrs A Kelly Mrs E Robb

“Together we are learning to follow Jesus”

THE MISSION STATEMENT

“St. James' Catholic Primary School aims to provide a caring environment for all pupils and staff, where all are recognised as children of God. Christ is at the heart of our school community, where Gospel values are promoted so that each individual has the opportunity to grow in faith, use their gifts and reach their full potential and become responsible, happy and confident members of society.

As educators we share with parents and parish the responsibility for developing the "whole child" - socially, intellectually, emotionally, spiritually and sacramentally.

We are a community of people working and praying together and striving to grow closer to God in every way”

FACTUAL INFORMATION ABOUT THE SCHOOL

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll	26	23	18	12	17	11	16	5	128
Catholics on roll	5	2	9	4	6	7	9	4	46
Other Christian denomination		1	2	3	3	3	4		16
Other faith background	1	3							4
No stated religious affiliation	20	17	7	5	8	1	3	1	62
Number of learners from ethnic groups									
Total on SEN Register	2	5	1	1	4	4	8	2	27
Total with Statements of SEN									0
FSM		14	7	7	6	4	8	2	48

Exclusions in last academic year	Permanent	0	Fixed term	19
Index of multiple deprivation				

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St James' the Great Hattersley	

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER	13
Name of School	No of Pupils
All Saints Catholic College	4
St Thomas More	1
Longendale Community	5
Alder Community	2
Droylsden Academy	1

TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total teaching time (Hours)	15	22h 30m				25 h			

STAFFING	
Full-time teachers	6
Part-time teachers	2
Total full-time equivalent	7.4
Support assistants	5
Percentage of Catholic teachers f.t.e.	27%
How many teachers teach RE (P) f.t.e.	7
Number of teachers with CCRS or equivalent	2
Number of teachers currently undertaking CCRS	0

Published admission number	20
Number of classes	4.5
Average class size KS1	29
Average class size KS2	28

FINANCIAL DATA

EXPENDITURE (£)	Last financial year 2010/11	Current financial year 2011/12	Next financial year 2012/13
RE	340.78	1280.60	750.00
English	951.56	954.14	1030.00
Mathematics	644.58	1036.50	1030.00
Science	521.04	152.06	515.00

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory	Judgement
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and grade 4 inadequate	
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OVERALL EFFECTIVENESS OF THE SCHOOL	2
<p>How effective the school is in providing Catholic Education</p> <p>St James' Catholic Primary School is a successful school providing a good Catholic education for the pupils in its care. Great importance is placed on the pastoral care, guidance and support provided by the school, which is of the highest quality. Gospel values are evident throughout the school, in displays and in the relationships between adults and pupils. The Mission Statement "Together we are learning to follow Jesus" is clearly understood by all and lived out in the everyday life of the school. Teaching and learning is good. Pupils make good progress in their knowledge and understanding in Religious Education, enjoy their work and clearly engage in all aspects of school life. Behaviour is exemplary. The Headteacher and Governing Body are deeply committed to the Catholic life of the school and form an excellent team, working together to promote their shared vision.</p> <p>The school's capacity for sustained improvement is good, due to the dedication and commitment of the strong leadership team.</p> <p>What the school could do to improve further</p> <ul style="list-style-type: none"> • In order to support raising attainment in Religious Education, the school should continue to develop and further embed the monitoring and pupil tracking procedures that have been successfully introduced. • Embed the new Religious Education scheme 'The Way the Truth and the Life'. • Continue to develop differentiation in Religious Education lessons. 	

PUPILS	2
<p>How good outcomes are for pupils, taking account of variations between different groups</p> <p>Outcomes for all pupils are good. The majority of pupils enter school with little or no personal experience of church, prayer, scripture or worship. However because of the variety of opportunities provided by the school, all pupil groups, including those with learning needs and disabilities make good progress during their time at school.</p> <p>In the five Religious Education lessons observed; all pupils were attentive, keen to participate in discussion and displayed a good understanding of their work. Through discussion pupils were able to explain how their Mission Statement, "Together we are learning to follow Jesus" is an integral part of the daily life of the school. Pupils feel happy and safe knowing they can talk to any adult in school if they have a problem and the behaviour of pupils is exemplary.</p> <p>Collective Worship is good and is a strength of the school. The Liturgical season is celebrated both in school and in church, with pupils helping to prepare these services. Pupils' contribution to and enjoyment of Collective Worship was evident in the assembly observed, skillfully led by the Headteacher. Pupils participated with reverence and enthusiasm through prayer, discussion and song. The youngest pupils are able to confidently make the sign of the cross and join in with prayers and by year six pupils are familiar with the traditional prayers and Mass responses. Pupils also know and understand that prayer comes in many forms, informal and formal, and they respond wholeheartedly. The Parish Priest has produced a Missal for use in school, which helps staff, parents and pupils to become more familiar with parts of the Mass. A prayer intentions book is displayed in a prominent place in school it is treated with great respect and written in regularly by pupils, staff and the school community. Pupils enjoy celebrating the successes and achievements of their peers at the weekly awards assemblies, which are well supported by parents and governors.</p>	

Pupils are actively involved in all aspects of school life and make a positive contribution to the school's

ethos and faith life. Their spiritual and moral development is good. Through the daily life and practices of the school pupils grow in their love, understanding and respect for others and are encouraged to consider the feelings and emotions not only of themselves but also of others. Pupils are knowledgeable about other world religions; they have learnt to appreciate the rituals and prayers of other cultures and faith groups as well as learning about their own beliefs and traditions. Pupils take on responsibilities willingly such as membership of the School Council, librarians and monitors, and the leading of class Masses and assemblies. Some older pupils diligently help to care for the younger pupils at break times.

Pupils know their views are respected and that they can influence decisions through the work of the School Council. They are proud of the fundraising activities they help to organise to support a wide range of local, national and global charities, Cafod, Unicef, Red Nose Day and the Shoe Box Appeal to name but a few.

PROVISION	2
<p>How effective the provision is for Catholic Education</p> <p>The quality of teaching and learning across the school is good; and some outstanding practice was also observed. Lessons are well planned to challenge, interest and engage pupils and to ensure progress. There is evidence of some effective differentiation to meet the needs of individual and groups of pupils, although the school recognises that this is an area for further development. Skillful questioning in lessons both supports and challenges pupils, encouraging empathy, reflection and thoughtful discussion. Teachers provide purposeful learning by using a range of teaching styles and activities to engage and motivate pupils effectively. Teaching Assistants are valued for the support and motivation they give to individuals and small groups. The appointment of a Learning Mentor has been beneficial in supporting parents and pupils, particularly pupils' social and emotional well-being; and also in helping pupils to overcome barriers to learning.</p> <p>Assessment of Religious Education indicates that pupils enter school with below average attainment, however monitoring outcomes demonstrate that pupils make good progress during their time at school. Evidence indicates that the assessment and monitoring procedures introduced throughout the school are having a very positive impact in further raising standards in the short time they have been implemented. Each class has an attractive Religious Education wall display and a prayer / focal area which is changed regularly according to the topic or liturgical season. Resources are well prepared to support and enrich learning, including effective use of ICT.</p> <p>The quality of Collective Worship provided by the school is good. From an early age pupils are encouraged to take part in worship and celebration. Collective Worship is central to the life of the school and contributes strongly to the feeling of family and shared vision that exists at St James'. Planning for spiritual and moral development, prayer and the liturgical life of the school is undertaken thoroughly and conscientiously. A great deal of thought is given to ensure these celebrations are rich and meaningful experiences for all. This provision is enhanced by the close work and involvement of the Parish Priest and the schools' engagement with parents and the parish. The school will be participating in a number of planned activities and services during Holy Week which gives an added dimension to the pupils' experiences of the events leading up to Jesus' death and resurrection. The friendship garden offers further opportunities for prayer and quiet reflection.</p> <p>The attractive environment along with the quality displays and artefacts around the school reflect the importance and commitment given to enhance the Catholic life and ethos of the school.</p>	

LEADERS AND MANAGERS	2
<p data-bbox="116 185 1310 219">How effective leaders and managers are in developing the Catholic Life of the school</p> <p data-bbox="116 237 1489 338">Leaders and managers are deeply committed to the Catholic Mission of the school. The Headteacher provides excellent leadership and direction; her own faith is the bedrock of her commitment to the Catholic life of the school and it underpins all that the school does in its pursuit of excellence.</p> <p data-bbox="116 371 1489 674">There has been a marked improvement in standards in all areas of Religious Education since the Headteacher has taken on the responsibility as Co-ordinator for Religious Education. She encourages, supports and challenges the staff to continually improve the teaching and learning in Religious Education and her enthusiasm impacts positively upon standards in the school. All areas of the Religious Education curriculum including teaching and learning, planning, pupil workbooks, assessments and tracking pupils' progress are now carefully monitored and evaluated by the Headteacher and governors. Termly pupil progress meetings ensure that progress is carefully tracked. Particular attention is paid to the progress of pupils in vulnerable groups. The Religious Education action plan forms an integral part of the school development plan and helps support the vision and direction of the school.</p> <p data-bbox="116 707 1489 909">The Governing Body provides a high level of support and is justifiably proud of its school. Governors support and challenge the school in the planning and delivery of all aspects of Catholic Education in order to ensure the best possible provision for all pupils. Governors are knowledgeable about the work of the school and are aware of the areas for development. They are pro-active, are regular visitors in school and are committed to ensuring the high profile of the Catholic character of the school, the spiritual well-being of staff and pupils, the quality of Collective Worship and high achievement in Religious Education.</p> <p data-bbox="116 943 1489 1312">Questionnaires returned by parents indicate overwhelming support for the Headteacher and staff. The Headteacher works with parents and governors to develop and create opportunities to strengthen the partnership of school, parish and home. The school works hard to include all parents and the wider community in the life of the school. Families are supported very well during First Holy Communion preparation. Parents are kept informed of developments in Religious Education through weekly newsletters. Pupils' progress is discussed at parents' evenings and in the end of term report. Parents, governors and parishioners are invited to participate in school activities and Acts of Worship. The school is welcoming to all who visit. The school has close working relationships with other local schools and organisations, and is an active participant in local activities. The Headteacher, staff and governors are committed to the promotion of community cohesion. They take part and contribute to many projects that deepen pupils' understanding and appreciation of the importance of community.</p> <p data-bbox="116 1346 1489 1442">These are exciting times for St James' the previous challenges have produced a resolve and commitment to take the school on to the next stage. The shoots of new growth and commitment are evident in the energy felt as one walks through the school.</p>	

PARENTS' QUESTIONNAIRES

29 RETURNED

	please tick	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	17	10		2	
2	I am happy with the values and attitudes that the school teaches	17	10	2		
3	I am made to feel welcome in school	20	9			
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	17	8		4	
5	The school gives me a clear understanding of what is taught in Religious Education	15	10	3		1
6	The school enables my child/ren to achieve a good standard of work in Religious Education	15	14			
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	13	12	4		

PUPIL QUESTIONNAIRES (YEAR 2) 11 RETURNED

		yes 	sometimes 	no 
1	I like being at this school.	10	1	
2	I learn new things in Here I am lessons.	9	2	
3	I enjoy learning about Jesus and how to live as His friend.	9	2	
4	I have to work hard.	10	1	
5	My teacher helps me when I get stuck so I can make my work better.	6	5	
6	My teacher listens to me.	9	1	
7	When I am unhappy there is always an adult I can talk to.	10	1	
8	I get praise when I do my best.	11		
9	Other children are kind and behave well	6	5	
10	I am happy on the playground.	6	4	1
11	I am allowed to help in class and around school.	8	3	
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	9	2	

Pupil Questionnaires (Year 5/ 6) 20 returned

		Yes	Mostly	Sometimes	No
1	Do you like being at this school?	10	3	6	1
2	Do you find out new things in Religious Education lessons?	14	3	3	
3	Are your Religious Education lessons interesting ?	11	5	2	2
4	Do you get help when you are stuck?	13	2	5	
5	Do you have to work hard?	16	1	3	
6	Do teachers show you how to make your work better?	15	3	2	
7	Do other children behave well?		9	10	1
8	Are teachers fair to you?	18	1	1	
9	Do teachers listen to your ideas?	12	4	3	1
10	Are you given responsibility?	15	3	1	1
11	Do you enjoy your times of prayer together?	12	4	3	1

INSPECTION JUDGEMENTS

Key to judgements: Grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory and grade 4 = inadequate	Judgement
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OVERALL EFFECTIVENESS OF THE SCHOOL	
How effective the school is in providing Christian Education	2
How good outcomes are for pupils, taking particular account of variations between different groups	2
How effective the provision is in promoting Christian education	2
How effective leaders and managers are in developing the Christian life of the school	2
The school's capacity for sustained improvement	2

PUPILS	
How good outcomes are for pupils, taking account of variations between different groups	2
How well pupils achieve and enjoy their learning in Religious Education – taking into account the following...	2
• <i>The quality of pupils' learning and their progress</i>	2
• <i>The quality of learning for pupils with particular learning needs and/or disabilities</i>	2
• <i>Pupils standards of attainment in Religious Education</i>	3
The extent to which pupils contribute to and benefit from the Christian life of the school	2
How well pupils respond to and participate in the school's collective worship	2

PROVISION	
How effective the provision is for Christian Education	2
The quality of teaching and how purposeful learning is in Religious Education	2
The effectiveness of assessment and academic guidance in Religious Education	2
The extent to which the Religious Education curriculum meets pupils needs following Bishops Conference policy and Diocesan requirements	2
The quality of Collective Worship provided by the school	2

LEADERS AND MANAGERS	
How effective leaders and managers are in developing the Christian life of the school	2
How well leaders and managers promote, monitor and evaluate the provision for the Christian life of the school and plan for improvement to outcomes for pupils with particular reference to spiritual & moral development	2
How well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for all pupils	2
The extent to which the governing body provides effective challenge and support for the Christian dimension of the school so that areas for development are tackled decisively and statutory and canonical responsibilities are met	2
How well leaders and managers develop partnerships with parents / carers and other providers, organisations and services to promote Christian learning and pupil well-being	2
How effectively leaders and managers promote community cohesion	2