

St James's Catholic Primary School

260 Stanley Rd, Twickenham TW2 5NP

Date of inspection by Westminster Diocese: 14 March 2019



Summary of key findings for parents and pupils

A. Classroom religious education is outstanding

- The religious education curriculum meets all of the requirements of the *Religious Education Curriculum Directory* in an outstanding way.
- The school's very strong Catholic identity permeates all aspects of the learning environment of the school.
- Teachers' subject knowledge and shared resources contribute to high quality religious education being taught across the school.
- Pupils get a very good start to their learning in the Early Years Foundation Stage through a rich and nurturing environment.
- Pupils are confident and articulate users of religious vocabulary and demonstrate excellent knowledge and understanding appropriate to their age and ability.
- Staff at all levels work exceptionally well together and are well deployed to maximise learning for all pupils.
- Teaching is inspiring and actively engages pupils who demonstrate outstanding behaviour for learning across the school.
- Teaching within The George Tancred Centre, specialist unit within the school catering for pupils with special needs, is outstanding.
- New staff are very well supported through induction into the Catholic ethos and religious curriculum led by the newly appointed religious education leader.
- The very knowledgeable governors are outstanding in their support and challenge of the teaching of religious education.

B. The Catholic life of the school is outstanding

- Religious education has a high status within the school and receives its full allocation of 10% taught at each key stage and therefore meets the requirements of the Bishops' Conference.
- The school's mission statement, 'Put out into the deep' permeates life at St. James's school.
- The senior leadership team and staff ensure that the school's commitment to its Catholic ethos is evident in all areas of the work of the school.
- Prayer and worship are central to the Catholic mission and ethos and are enhanced by the very high quality music and French provision.
- The school's commitment and contribution to the Common Good and Catholic Social Teaching are outstanding.
- Pupils are offered a rich and dynamic experience of Catholic life, which is evident at all levels across the school.
- There is a variety of opportunities for worship including Mass, liturgies and collective worship.
- The outstanding links between the school, parishes and parents lead to a strong partnership that benefits the whole community.
- Parents are overwhelmingly positive and appreciative of the impact the school, and particularly the headteacher, has on their children's faith journey.
- School leaders and governors are fully committed to the Catholic mission of the Church.

A. Classroom Religious Education

What has improved since the last inspection?

Refining the assessment and levelling process was an area for development in the last inspection and the school should continue to access the many opportunities available at deanery and diocesan level to ensure that their judgments are accurate as they move to the new developments in diocesan assessment. Marking and feedback was also an area for development in the last inspection. The school continues to be progressive in their approach to marking and feedback and have plans to align their marking policy in religious education with that of other subjects.

The content of classroom religious education is outstanding

The content of the curriculum fully meets the requirements of the Religious Education Curriculum Directory (RECD). There is a systematic programme of study, which comprehensively covers all the strands of the RECD. In addition to a published scheme the school, uses other resources effectively to enrich learning and develop further aspects of Catholic Social Teaching. The teaching of other faiths is built into the curriculum and is well delivered enabling pupils to extend and broaden their knowledge and understanding of other cultures. The newly appointed religious education (RE) leader ensures that new staff receive high quality induction and support. Senior leaders have introduced 'Mastery Lessons' for staff to observe outstanding teaching. This identifies key areas for development whilst celebrating and building on areas of strength. This results in teaching that is mostly outstanding and at least consistently good.

Pupil achievement in religious education is good

Pupil achievement, attainment and progress in RE are all good. Pupils' behaviour in lessons is excellent and they are engaged and interested in their learning. Pupils clearly enjoy their religious education classes and have very positive attitudes to learning. Religious literacy is excellent and developed through excellent classroom teaching and the use of Thinking Maps to scaffold learning, P4C (Philosophy for Children) to develop pupil questioning and the AT2 (Learning from Religion) 'Big Question' at the beginning and end of topics. In lessons the pupils were eager to share their faith and key beliefs. Pupils make good progress in developing their religious literacy, including those who have additional learning needs. Work in religious education is moderated and the school is involved in school, deanery and diocesan moderation activities. However, the systems and structures for monitoring and tracking progress will need to be revised in light of the results of the assessment pilot recommendations to ensure that accurate judgements are made thus enabling pupils to demonstrate their skills to the highest ability.

The quality of teaching is outstanding

Teachers' strong subject knowledge and expertise are used to great effect in lessons. Teaching is creative and actively engages pupils in their learning and teachers use a variety of teaching methods. Teachers have high expectations, plan and teach lessons that deepen pupils' religious literacy and create a positive climate for learning. These ensure that pupils learn well, acquire knowledge and deepen their understanding. The senior leadership team and RE leader ensure there are regular planning sessions for all teachers linked to the RECD with a focus on planning together and taking all the steps together. Teachers regularly check pupils' understanding in lessons and work at a good pace. In a Reception class where children were learning about the Last Supper a pupil was able to respond to the question, 'Why did He say do this in memory of me?' The pupil responded, 'So we don't forget Him.' Pupils in Year 6 made excellent use of iPads to research about Holy Week as well as to help them think more about the Jesus' entry into Jerusalem on Palm Sunday. New teachers are teamed with experienced teachers to ensure collaborative planning and use of resources, which

enhances the quality of teaching across the school. Whilst marking follows the school's policy, is understood by pupils and feedback is evident, the feedback does not always challenge all pupils enabling them to improve their work. It is recognised that the school is about to align their marking policy to other core subjects. Additional adults are well deployed to support and enhance learning opportunities for pupils. Teaching in The George Tancred centre is outstanding and is carefully planned to ensure pupils' individual needs are catered for in a safe and secure environment. A number of staff have achieved the Catholic Certificate in Religious Studies (CCRS) to support their subject knowledge.

The effectiveness of leadership and management in promoting religious education is outstanding

The quality of leadership and management of religious education is outstanding. School leaders demonstrate a strong commitment to continued school improvement and to ensuring that the strong Catholic ethos of the school permeates all areas of school life. Teachers are well supported through resources, mentoring and professional development and staff are offered the opportunity to observe colleagues teaching through the school's Mastery programme as well as participate in internal, deanery and diocesan moderation processes. The headteacher has a clear commitment to encouraging staff to develop with the Catholic Certificate in Religious Studies (CCRS) and is eager to host it at the school in the future. There is a creative approach to religious education resulting in highly committed teaching and learning. Teaching is regularly monitored and staff are supported at all levels. The governing body is well led by a committed chair of governors, a knowledgeable RE governor and a whole team who are regular visitors to the school; they are well informed and know the school well.

What should the school do to develop further in classroom religious education?

- Continue to work on assessment with particular regard to developments in Diocesan recommendations.
- Ensure tasks and assessments are carefully formulated to allow learners of all abilities to demonstrate their skills to their highest ability.
- Ensure that pupils are actively engaged in setting targets for their own learning.

B. The Catholic life of the school

What has improved since the last inspection?

A Mini Vinnie group has been established to lead child initiated community service throughout the school along with the existing 'RE Captains'.

The place of religious education as the core of the curriculum

is outstanding

Religious education receives the 10% of curriculum time as required by the Bishops' Conference. Religious education has a high status within the school. The leadership team work very hard to ensure that the pupils are provided with the best opportunities possible and that staff are supported in their professional development. The school is a vibrant and well-maintained learning environment with high quality displays and prayer areas around the school. Some displays are made interactive with QR codes that bring them to life. An appropriate budget is allocated to RE and the school ensures that money is well spent and that RE is well resourced. Senior leaders and governors are totally committed to developing, reviewing and improving all aspects of Catholic life. They provide excellent support and guidance to the all leaders and the whole school community, in order to achieve the very best outcomes for pupils.

The experience of Catholic worship – prayer and liturgy – for the whole school community

is outstanding

Prayer and worship are central to the life of the school and pupils see it as an integral part of their daily lives. Pupils' spiritual development is enabled through a range of engaging and creative experiences such as: morning reflections; phase liturgies and daily acts of collective worship. Pupils pray at least four times a day and were proud to pray in French using Makaton in the playground after lunch. Children in Early Years Foundation Stage are quickly introduced to a rich Catholic tradition of prayer in a sensitive and nurturing way. Inspectors had ample opportunities to experience worship at all levels; the reverence modelled by the adults was exemplary. Staff prayer at the beginning of the school day is innovative and is an inspiration to the whole team. A Creation Liturgy led by the RE leader was clearly linked to the pupils' lives and a series of thought-provoking questions resulted in excellent reflections from the children. Pupils are experienced at preparing and leading worship, with older pupils leading whole school worship. Mass is celebrated regularly as a whole school community both in church and in school. The celebration of the Eucharist and the Sacrament of Reconciliation are important within the school's Catholic life; pupils receive Reconciliation during Advent and Lent. The school provides opportunities to learn about traditions and beliefs of other faiths; for example, the children in Year 1 were learning about the Torah.

The contribution to the Common Good – service and social justice –

is outstanding

Through the school's mission statement, 'Put out into the Deep,' valuing others is deeply embedded in the school's ethos and through the pupils' spiritual, moral, social, emotional and cultural development. Pupils have a very strong awareness of the call to justice and service at a local, national and international level through the many charities they support such as Cafod, Mary's Meals, The Catholic Children's Society, Great Ormond Street Hospital, the Down Syndrome Association and The Deaf Association. The 'Mini Vinnies' are the main lead in this area and as one stated, 'We need to follow in Jesus' footsteps. If everyone left it to others there would be no one to help.' A Year 4 pupil proudly shared the school's 'Power to Be' campaign to recycle batteries, which was devised to look after God's creation as part of Laudato Si. Pupils not only engage in acts of service

from a very young age but they have an excellent knowledge of the theology underpinning their actions and are able to confidently relate their acts to scripture and the parables. There are planned opportunities within the curriculum where pupils learn about other cultures and faiths and celebrate the difference. The 'RE Captains' in each year group take on various duties and responsibilities which include: helping leading various liturgies; modeling child-led collective worship and writing the RE children's newsletter. Pupils are aware of how they live out their mission statement, 'Put out into the Deep'. A Year 5 pupil said, 'We have to show persistence in everything we do and push ourselves to go deeper.' The Student Council was strategic in the development of the school prayer garden, which is used regularly by pupils and staff.

The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf

is outstanding

Partnerships at all levels are outstanding and the school is rightly proud of its work in this area. Parents feel very secure in supporting the school and its core Catholic purpose and think that their children receive a very good start in life. Parents are welcomed in to the school for assemblies, Masses and liturgies. Newsletters and communication home regarding religious education and the Catholic life of the school are regular and parents are kept well informed through an up-to-date website. Links with the four parishes are strong. Governors are well informed, visit the school regularly and are justifiably proud of the work in this area. The school participates fully in all diocesan activities and regularly attends both deanery and diocesan moderation of pupils' work. Parental comments in the playground were overwhelmingly positive. Parents were eager to meet and speak with the inspection team before school and as one parent said, 'The school makes Christ concrete for our children.' Another parent said, 'I am privileged to have my children in this community where Christ is alive in everything that happens.' The excellent relationship with the parishes, additionally supported by many of the staff and parents, ensure that pupils have outstanding and effective links between school and parish.

The effectiveness of the leadership and management in promoting the Catholic life of the school

is outstanding

Leadership and management of the Catholic life of the school are judged to be outstanding. It is evident to all that this is a Catholic school the minute one enters the playground from the Stations of the Cross on the wall of the Pilgrim Hall to the large clasped hands at the centre of the prayer garden. The headteacher and her leadership team are excellent role models, leading by example. They have a strong commitment to demonstrate excellence in all aspects of the day-to-day life of the school. All staff participate fully in the religious life of the school; they have access to school and diocesan development opportunities. New staff are well supported. The whole school reflects the vision of the leadership team in the relationships displayed and in the care and respect they show each other. The governors and leadership team of the school have a shared vision and are united in this common purpose.

What should the school do to develop further the Catholic life of the school?

- Continue developing as a 'Rights Respecting School' to further enhance the school's commitment to social justice.

Information about this school

- The school is a three-form entry Catholic primary school in the locality of Twickenham.
- The school serves the parishes of St James Twickenham, St Francis de Sales Hampton Hill, St. Theodore of Canterbury Hampton and St. Margaret's Richmond.
- The proportion of pupils who are baptised Catholic is 98%.
- The proportion of pupils who are from other Christian denominations is 1.02% and from other faiths is 0.88%.
- The percentage of Catholic teachers in the school is 79%.
- The number of teachers with a Catholic qualification is 13.
- There are 10% of pupils in the school with special educational needs or disabilities of whom 16 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is above average.
- The number of pupils speaking English as an Additional Language is above average.
- There is a well below average rate of families claiming free school meals.
- 19 pupils receive the Pupil Premium (3%).

Department for Education Number	3183316
Unique Reference Number	102913
Local Authority	Richmond Upon Thames

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	4 - 11
Gender of pupils	Mixed
Number of pupils on roll	684
The appropriate authority	The governing body
Chair	Mrs Julie Key
Headteacher	Mrs Louise Yarnell
Telephone number	0208 744 8860
Website	www.st-james.richmond.sch.uk
Email address	info@st-james.richmond.sch.uk
Date of previous inspection	27 June 2014
Classroom religious education	Outstanding
The Catholic life of the school	Outstanding

Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection 21 lessons or part lessons were observed.
- The inspectors attended 3 assemblies and a number of acts of worship.
- Meetings were held with school staff, pupils, parish priest and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

Inspection Team

The inspectors are appointed by the Archbishop.

Mrs Ann Staunton	Lead Inspector
Mrs Yvonne Rutherford	Associate Inspector
Mrs Trisha Hedley	Associate Inspector
Ms Cynthia Ni Loingsigh	Associate Inspector

Information about inspection

The purpose of Diocesan inspection is to report to and advise the Archbishop on the quality of classroom religious education and the Catholic life of the school. The inspection report is also used to inform parents and carers, and the wider Catholic community. Inspection provides an opportunity to support, challenge, evaluate and promote the work of Catholic schools. It also assists schools in the work of self-evaluation and improvement, and enables the Diocese to celebrate with schools their sense of identity and their strengths as Catholic schools.

Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

This report is published by the Diocese of Westminster and is available at:

<http://rcdow.org.uk/education/schools>

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