

2nd March 2009

Our Ref: 09834

Mr Stephen Beck
Headteacher
St James the Great RC (VA) Primary and Nursery School
Windsor Road
Thornton Heath
Surrey
CR7 8HJ

Dear Mr Beck

It gives me great pleasure to enclose a copy of the successful report on your school's recent assessment for the Inclusion Quality Mark along with two IQM certificates. The IQM logos have already been dispatched via email if you have any queries regarding their use, please do not hesitate to contact me. The IQM plaques will be produced over the Easter break and we will be in contact to discuss the best method of presenting this to your school.

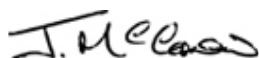
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A number of schools have asked for an interim visit from the assessor to ensure they remain on track and on a number of occasions we have been asked to offer advice on the recruitment of staff to help ensure a school's inclusion agenda is addressed.

Inclusion Quality Mark now has one of the largest and most experienced teams on inclusion in the United Kingdom, this enables us to offer support and advice on a wide range of school improvement issues, if you wish to discuss any of our services please do not hesitate to contact a member of our team.

Please extend my congratulations to all your staff and students.

Yours sincerely



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Joe McCann MBA NPQH
Managing Director
Inclusion Quality Mark Ltd

St James the Great RC (VA) Primary and Nursery School
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Assessment Date: 11th February 2009

Summary

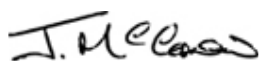
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There is a purposeful working atmosphere throughout the school, behaviour is excellent and children are enthusiastic about their learning. The assessment and monitoring systems ensure that there is a strong focus on ensuring that pupils' needs are met. A range of music, physical activities, and a wide range of other enrichment activities serve as important motivators for learners.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I will recommend to the INCLUSION QUALITY MARK LTD quality assurance board that the school be awarded the mark. This is, of course, subject to ratification by the board.

Assessed by: Linda Carr

Findings confirmed by Inclusion Quality Mark Ltd



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Final Assessment of IQM

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| Name of School: | St James the Great Primary and Nursery School |
| Headteacher: | Mr Stephen Black |
| Date of assessment: | 11 th & 12 th February 2009 |
| Final Assessor/s: | Linda Carr |
| Successful: | Yes |

Context of the School

St James the Great is a two-form entry Primary school with 452 pupils on roll. This Roman Catholic school serves two parishes in an area of ethnic diversity. The school population comprises of families from a diverse range of cultural backgrounds. 59% of children come from ethnic minority groups. 36% of pupils speak English as an additional language and 7% of pupils are entitled to free school meals. Pupils with special educational needs make up 10% of the school's population and 6 pupils have statements of special educational need. The school has 3 looked after children.

Portfolio and other supporting evidence

Evidence was gathered from observations in the school, written evidence and policies, the OFSTED report of 2008, and the SEF. Interviews were undertaken with members of staff, children, parents, governors, the Parish Priest, the Sports Partnership representative and with the Headteacher and a representative and a student from the school's partnership with Roehampton University.

1. Pupil progress

Strengths:

- Efforts to sustain high levels of pupil progress are given the highest priority and there has been consistently high attainment.
- Pupils make good progress with standards in core subjects being significantly above average.
- The school has implemented Assessment for Learning systems which involve children in marking and feedback and enables them to develop their capacity to assess their work and to set appropriate targets.
- Systems are in place for monitoring and tracking progress. Plans are differentiated, and targets are set to ensure that teachers and pupils are aware of what needs to be achieved.
- A range of support for individuals and groups of children is provided in the classroom or in out of class sessions.
- The Headteacher and staff have very high expectations for the children.
- Children are successfully involved in making decisions about their learning.
- The provision for children who have been identified as being Able Gifted and Talented is currently being further developed.

Areas for development:

- There are no significant areas for development

2. Pupil attitude, values & personal development

Strengths:

- The school's Mission Statement is clearly stated and there are versions for each phase to ensure that pupils understand what it means.
- There are clear Behaviour and Anti Bullying policies which are implemented through day to day practice. Behaviour around the school and in the playground is excellent.
- A range of appropriate policies are in place to support children's personal development.
- Pupils responded positively to questions about how their feelings are considered and how issues such as bullying are managed.
- Pupils feel that they are treated fairly and they are given a range of responsibilities which enable them to develop positive attitudes. They are particularly enthusiastic about the system of "Squabble Busters" and "Play Leaders" where older pupils help to resolve playground disputes and facilitate playtime activities.

- The Buddy system ensures that younger children are supported by those from older classes and the Friendship Stop ensures that all children can be included at playtime and lunchtime.
- Pupils have an extremely positive attitude to their school and are keen to succeed.
- Children understand the expectations for their behaviour and are involved in writing their class rules.
- The school has a “House” system where children can win points for their house for good behaviour, effort and achievement. One of the highlights of the year for Parents and Children is the Sports Day where everyone is able to participate and to win points for their house team.
- A wide range of clubs is available to the children to encourage them to feel confident and to develop their abilities and social skills.
- All children are able to participate in making decisions about their school through the School Council via their elected representatives.

Areas for development:

- Although this is a multi-cultural school there were few displays depicting the ethnic backgrounds of pupils and their families.

3. Leadership & Management

Strengths:

- The OFSTED report of 2008 states that the Headteacher and deputy set an exceptionally clear direction based on the school’s aims.
- The Headteacher, senior staff and governors are fully committed to ensuring that the school is inclusive and all staff feel that they are involved in shaping the school’s development.
- The School has a range of Policies and Plans which demonstrate that Inclusion is a key part of what the school does. These are regularly updated.
- The Inclusion Manager works closely with the Inclusion Governor and the Inclusion Support Assistants to ensure that the needs of all children are considered.
- Governors have been fully involved in the developments which have resulted in the school having an inclusive ethos

Areas for development:

- It would help the school to develop their good practice if they were to create a discreet plan to develop Inclusion

4. Staffing system & organisation

Strengths:

- Staff recruitment procedures which involve Governors ensure safe and fair recruitment. There are clear job descriptions for all staff.
- Comprehensive information is provided in the staff handbook and through weekly briefings to ensure that every member of staff knows what is expected of them.
- The organisation and staffing of the school ensures that sufficient attention is given to the support of pupil progress. Support staff are very effectively deployed to support children with Special Educational Needs as well as other groups of children who may need intervention strategies.
- The Performance Management system is used effectively to identify areas for staff development.
- All staff have access to development opportunities and they feel that they are strongly supported and encouraged to develop to their full potential.

Areas for development:

- Consideration should be given to using the expertise of staff more widely. For example, the teacher who has a qualification in Teaching English as Foreign Language could support staff to better understand the needs of children and parents who speak English as an Additional Language.
- Job Descriptions should be standardised to include the need to promote Inclusive practices.

5. The Learning Environment

Strengths:

- The school is extremely welcoming and well resourced. Attention has been given to creating a positive and stimulating learning environment in every classroom as well as in public areas.
- The organisation of classrooms and groups of learners is conducive to Inclusive provision.
- The school has made good use of space to provide areas to accommodate groups and individuals.
- The school has been extended over a number of years, and careful thought has been given to how best space could be allocated to meet the needs of pupils and to ensure that almost all areas are accessible...
- Most recently the accommodation has been developed to provide a new ICT suit and a spacious staffroom. In addition there have been a number of projects implemented to develop the extensive outdoor spaces.
- There are attractive displays around the school designed to celebrate the wide range of activities undertaken by pupils.

Areas for development:

- The school should display their dual language books to support the learning of children who are learning English.
- The school should consider installing a lift to the first floor staffroom to ensure full accessibility.

6. Teaching & Learning

Strengths:

- There is an appropriate Teaching and Learning Policy in place, and planning and curriculum documents show that careful consideration is given to meeting the needs of all learners.
- Children know what is expected of them, and they have targets which they are able to discuss and can explain what they need to do to improve.
- A good level of in classroom support is offered to ensure that children are helped to reach their potential and many Intervention programmes are provided.
- A Polish speaking learning support assistant has been employed who, with the Polish speaking teacher ensures that children new to the country are effectively supported in their learning.
- Music provision is strong. All Year 3 children are given an opportunity to learn an instrument and the school has two choirs in which all children are able to participate.
- The wide range of clubs and activities greatly enriches the curriculum. Children appreciate the numerous outings they enjoy, and their learning is extended by the visitors who are invited into the school.
- Provision is made for children who are Able, Gifted and Talented.
- Children say that they enjoy learning and that they are supported to do their best.

Areas for development:

- There are no significant areas for development

7. Resources & ICT

Strengths:

- There is good provision of resources throughout the school. Staff make good flexible use of resources to meet the needs of individual learners.
- Creative use of all staff ensures that children enjoy a wide range of activities.
- The school has an ICT Suite and each classroom has an Interactive Whiteboard.
- There are plentiful, high quality books, artefacts and posters on display and in use around the school which represent a wide range of cultures and faiths.
- The school benefits greatly from owning two mini-buses and a coach which enables them to offer a wide range of trips to the children.

Areas for development:

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8. Parents & Carers

Strengths:

- The school has an open, welcoming ethos and has worked hard to make parents feel welcome and comfortable to speak to staff about any problems they may encounter.
- Excellent opportunities are provided for parents to be informed of their children's progress and to discuss their needs.
- The Friends Association open to all parents and carers organise a range of events and activities. They raise significant amounts of money which they have used to provide resources such as a coach and two mini-buses.
- Parents value the opportunities for them to become involved in the life of the school, and appreciate how this helps them to support their children.

Areas for development:

- Parents who are new to the school or who are beginning to learn English could be offered social opportunities to help them to integrate more quickly into the school's community.

9. Governors, External Partners & Local Authority

Strengths:

- Governors are extremely supportive of the school and are committed to an Inclusive ethos.
- The school has effective links with many local schools and the Advanced Skills Teachers, SEAL support and Leading Teacher offer significant support to staff in those schools.
- The school has developed good links with the agencies who offer support to pupils.
- St .James the Great is a hub school for students from Roehampton University, and has strong links with other institutions that place students in the school.
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- The school has strong links with the two parish churches.

Areas for development:

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Strengths:

- The school makes use of local resources such as community police officers.
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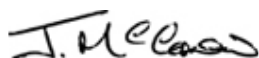
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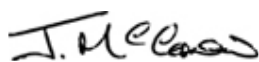
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