



Inclusion Quality Mark (UK) Ltd

19th March 2015

Mr Stephen Beck
Head teacher
St James the Great RC Primary and Nursery School
Windsor Road
Thornton Heath
Surrey
CR7 8HJ

Assessment Date: 11th and 12th March 2015

Summary

“Education is the kindling of a flame, not the filling of a vessel.” – Socrates.

This captures the outward looking vision of all at St James the Great RC Primary School. As its Headteacher Stephen Beck puts it, “We never stand still.” This high performing school prides itself in achieving the best for every pupil, regardless of their starting points. Its motto: “*Discere cum dei amore - Learning with God’s love*”, is a glue that sticks the whole school community together in an on-going search for excellence with a moral purpose. The school’s strong emphasis on inclusion emanates from its dedication and commitment to its families. In return, the school enjoys their trust and loyalty.

St James the Great is a two form entry primary school with 504 pupils, based in Thornton Heath, Croydon. The catchment area is deprived with 78% of pupils from minority ethnic groups and 42% of pupils whose first language is not English. This is significantly above the national average.

The school’s mission statement is “to provide a framework within which all pupils are enabled to develop the highest possible level of achievement fulfilling their academic, moral, physical and spiritual potential.” It is a fully inclusive school with a non-class based Inclusion Manager dedicated to improving provision for their SEN, EAL and Pupil Premium children.

Judged by Ofsted as ‘Outstanding’ in October 2012, the school continues to innovate and improve its provisions in line with the changing environment the pupils live in, with a key focus on E-safety and British values. The school received a Section 48 grade of ‘Outstanding’ for its Religious Education provision in May 2013.

Having recently been awarded Teaching School status, the school has established an alliance with ten schools within Croydon which include a mix of primary and secondary, independent and maintained, faith and non-faith and mainstream and special schools.

The school is committed to external assessments and accreditations in order to audit their practice effectively and strive for continuous improvements. To date, the school has

achieved the Basic Skills Mark, Customer Service Excellence Award, CPD Mark, Governor Mark, Eco-Schools Gold Award and Healthy Schools Award.

Sources of evidence:-

- School website.
- Tracking document (final submission).
- School SEF.
- OFSTED report.
- Inclusion Files/IQM Portfolio of evidence.
- Data tracking system (Target Tracker).
- RAISE Online.
- Samples of pupils' work.
- Learning walks.
- Notes on learning environments.

Discussions with:-

- Head teacher.
- Deputy Head teacher.
- Inclusion Leader.
- Middle Managers.
- Class Teachers.
- Support Staff.
- Parents.
- Governors.
- Pupils.

The strategic leadership of its Head teacher, supported by the Deputy Head teacher Lavinia Owen, results in high quality provisions across the school, with investments made in early identification and early intervention. This approach has proved successful as pupils leave the school with standards above those of their peers nationally. Gaps between pupil groups are identified through rigorous tracking and ensuring interventions precisely match the needs of pupils. The school is well placed to meet the demands of the changing demographics as its leaders consistently review provisions, ensuring there is appropriate succession planning and capacity building within the organisation.

Teachers deliver high quality learning experiences for pupils; consistently designing instructional sequences which pupils find engaging and at the same time challenging enough to enable them to progress from their starting points. This learning experience is often complemented by curriculum enrichment and enhancement activities delivered by its partners, including trips to various locations in the country.

The school benefits from the effective work of a group of highly competent and effective support staff who lead most of the intervention programmes, under the able leadership of Inclusion Manager, Justine Wellington. Their invaluable contribution in facilitating pupils' full access to the curriculum is undoubtedly a strong feature of this highly inclusive school.

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 recommend that the school be awarded the Mark and be reassessed in 3 years' time.

I recommend that the school should consider applying for Centre of Excellence status. If this status were to be conferred it will require an annual visit from this point forwards.

Assessor: Edison David

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd