



13<sup>th</sup> May 2019

Mr Chris Andrews  
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### **Flagship Review Date: 2<sup>nd</sup> May 2019**

#### **Summary**

St James the Great R.C. Primary and Nursery School is a two-form entry with 500 pupils on roll. The school caters for pupils from Nursery to Year 6. Staff are very well prepared to ensure the curriculum is differentiated and personalised to meet the needs of each pupil.

The school provides an outstanding environment where pupils clearly feel secure. The impact of this means that all pupils are happy and ready to learn. The leaders are passionate about inclusion and therefore ensure that the needs of every pupil are met so that they can make progress academically, socially and emotionally and that they can develop into resilient and confident individuals with a love of learning.

The website clearly states that the school ‘will foster a respect for self and others in a climate of tolerance for individual differences, whilst recognising the importance of striving for excellence and of enhancing children’s transition to responsible adulthood.’

This was evident throughout the review day and clearly applies to the whole community including leaders, staff, pupils, parents and governors.

As soon as you walk into the school, the mission aims of ‘Love, Resilience, Determination, Self- Belief, Faith and Respect’ with a definition for each are on display. Further into the reception area is a wonderful display of a wall with the title ‘Building Resilience’ with the words of Samuel Beckett “Ever tried. Ever failed. No matter. Try Again. Fail again. Fail better” as the foundation of the construction with ‘builders’ creating a wall with each brick with words written by a pupil such as ‘keep on trying’ ‘courageous’, ‘bouncing back’ to name but a few. This reflects the ethos of the school.

Throughout the Learning Walk, it was clear that high expectations were prevalent throughout the school. The displays on the walls were outstanding including a wonderful display of paintings by pupils which was inspired by Wassily Kandinsky’s work on squares with concentric circles. Other displays included a non-fiction display to support writing on animals including the words “contents heading, subheadings,

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paragraphs, picture, captions, glossary, index, North America, Europe, Asia, mammals, rodents" which supported the pupils' understanding in setting out their work and what to include. In addition to these, there were informative displays to show the timeline of the 'Great Fire of London' as well topic work on 'Nigeria,' 'Healthy Me,' Ancient Greeks, World and Local Area Maps, inspiring words such as 'Books Make You Bloom' to encourage reading.

Every classroom had an inspirational display on their door of the current class reading book such as 'The Magic Finger,' 'Stone Girl Bone Girl,' 'Charlotte's Web' and 'The Kingdom Revealed'. All the displays mentioned supported the pupils' learning. Form teachers were given freedom to create their classroom atmospheres with their form group so that there was a sense of ownership, for example, in one classroom, there was a display called 'Choose Respect' and what it means. Pupils wrote positive comments about each other. In other classrooms, there was 'spelling of the week', 'Gold, Silver Bronze' referring to behaviour expectations, golden rules such as 'kind, gentle, honest, helpful, listen, work hard and be honest' as well as Dr Seuss colour of emotions. All the displays set the tone of the school and the ambition of the staff demonstrating the key focus of high attaining outcomes for all pupils.

This was also reflected in the way the curriculum plans are set out with well thought out themes to motivate and inspire the pupils to be engaged. Careful tracking of pupils' progress with each pupil having specific targets meant that pupils knew the next steps of their learning. Interventions for specific pupils were either carried out in class or out of class in the interconnecting rooms between year group classrooms. In each lesson observed, the teachers and TAs were very well prepared which meant that all pupils were making progress. In Nursery, the pupils were engaged in Free-Flow Play moving between the outdoors and indoors. Pupils were fully immersed in their learning. In Reception, the pupils were learning about halving and weighing and were extremely engaged having opportunities to develop their knowledge, skills and understanding.

In KS1, the pupils were learning about specific animals having the freedom to choose what animal they would like to find out about. Learning was supported through differentiation and resources. The scheme 'Power Maths' has been introduced in Years 1 and 2, the pupils were working through their books at a level to suit their needs to improve number work. Resources were carefully chosen to support learning. The scheme is being rolled out to include Year 3 in September 2019. In KS2, a Year 6 group was observed preparing for the KS2 SAT's. The outstanding teaching using open ended questioning to encourage deep thinking meant that the pupils were confident in responding to the teacher's questions. The pupils were re-evaluating their own piece of writing in order to improve it. The teacher referred to 'owning their work' by replacing 'boring' language with more exciting 'language' to engage the reader based on Alan Peat's sentence structure.

Extra-curricular activities including school newspaper, football, netball, dance, drama, I.C.T, cookery, music including choir, recorder (from year 3) and the steel pans are very much part of the school day. The school has two minibuses and a coach to enable out of school learning including day trips across the Key stages and residential trips in KS2 to compliment the learning in the classroom. There is also a breakfast and after-school club for pupils.

Pupils are members of a 'School Team' which are named after four patron Saints of the British Isles and defined by their colour associated with the Saint. These teams are used for Sports days and assemblies as well as earning team points for anyone displaying the school values. Certificates are awarded each Friday to pupils which can be for personal development as well as academic such as improved handwriting and general progress in work in each subject area. The School Council members felt that the school was a 'great place.' They used phrases such as an 'excellent working environment', 'opportunities were in abundance' and they felt the teachers and TA's supported them and they were encouraged to 'do their best.' They liked the eco- friendly outdoor environment and garden as well as the school chickens. They felt the outdoor facilities were spacious. They liked the 'Squabble Busters' who supported other pupils to sort out arguments so that everyone was 'kind' to each other. They talked of the School Champions who focus on promoting the school values. They all liked their subjects and felt that they knew what to do to improve their learning and make progress. They felt there were opportunities to be a member of a club and a sports team. They explained the democratic way of their election onto the School Council. They spoke of their ideas such as recycling and supporting those less fortunate than themselves. They were going to take to the next meeting the issue of the 'Lost Property' and what they should do about it. The pupils were extremely polite and listened to each other and understood the importance of the values of the school.

The TA's spoken to were extremely knowledgeable about the pupils. They had over 72 years of experience between them. Since their time at the school, they had ensured that they had taken every opportunity to develop their skills set. This included training in Phonics, diabetes, Speech and Language, EYFS including understanding the importance of pre-learning (an example was given about supporting EAL pupils in Nursery by the Jack and The Beanstalk story so they understood the concept of measuring by using beans as a resource), ELSA training had readily been taken on by one TA to support all the pupils in the school with emotional and social skills support for identified pupils.

The TA is also doing bereavement counselling. All interventions are tracked and monitored. It was evident that the TAs were all highly skilled and intensely dedicated to the school and to the pupils ensuring positive outcomes for all pupils. They all understood and stated that their aim was to support teachers to equip the pupils to become independent learners and to develop emotional resilience. They all loved their work and felt that they were given ample opportunity to develop their roles. They were all MITA trained and felt the course had been extremely interesting and beneficial which had a direct impact on outcomes for the pupils. Time was given after school to plan with teaching staff; however, it was evident that they were prepared to give up their time freely for the benefit of school improvement.

The teaching staff were passionate about their role within the school. They had visited various European Countries through Erasmus to support the development of the school curriculum through action research. They had visited Italy to observe creative approaches to EYFS and had already begun to develop an action plan to implement into the school following on from the ideas gathered including using natural and 'real life' resources as well as the outdoors in role play with more parental and community involvement in the curriculum. Whilst in Italy, the teachers visited the Reggio Children

International Centre to learn more including how to plan the curriculum through their surroundings. The staff that visited Spain spoke about their experience being more of a 'conference environment' where they were learning about the use of apps and ICT to develop an understanding of the visual narrative in teaching and learning through comic strips to order infer and tell stories to support reluctant speakers. The staff showed their 'Visual Diary' that they had written to ensure they understood the positive impact that visual narrative could have on learning. The staff who had visited Iceland to observe SEN and mainstream provision in Elementary Education (ages 6-16 years) had experienced a huge focus on Art and a nurturing environment where pupils guided the learning through their own choices.

The staff were clearly enthused by their visits and clearly felt motivated to evaluate their own practice and to create action plans to identify desired outcomes. They appreciated the opportunity to review international practice. One member of staff was about to visit Sweden to research Forest Schools in order to develop the curriculum within school.

The whole school English Leader has embedded 'Read Write Inc' across the school through the whole school inset training as well as CLPE so that pupils are engaged and supported in developing literacy through practice that is underpinned and supported by robust classroom-based research. Staff are now confident in the delivery of literacy skills. Moderation is carried out internally and through the Catholic Cluster Group. Half termly meetings take place to discuss progress. Interventions are then put in place to ensure 'Keep up not catch up' a phrase used by the school to ensure monitoring and tracking is proactive and not reactive.

The whole school Science Leader has ensured that STEM Science is embedded as a discipline with Year 5 attending STEM weeks at Whitgift School which includes SEN pupils. This has been very popular and has had a positive impact on pupils' engagement and learning in these subject areas.

The Head of Inclusion is a very experienced Leader who puts Inclusion at the forefront of her strategic thinking and it is very much part of the mission statement: "The school will provide a framework within which all pupils are enabled to develop the highest possible levels of achievement fulfilling their academic, moral, physical and spiritual potential."

It was evident throughout the visit that the school nurtures and provides an environment for all pupils to be included with the necessary provision made for any pupil with SEN. All class teachers adapt and refine the curriculum and check on the progress of every SEN pupil through personalised education plans. Parents are involved in order to support their child's learning. External agencies work with the Inclusion Leader to ensure the school engages the expertise of Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Primary Behaviour Support Team, CAMHS, Croydon Literacy Centre to name a few.

The 'Assess, Plan, Review' model adopted means the Inclusion Leader regularly evaluates the impact of the interventions and adapts teaching to meet the needs of the pupils. Not only do they support staff they have specialist areas of expertise and have

also been trained in MITA (as mentioned above) but staff training has also covered differentiation for SEN pupils, an introduction to autism, social stories, British Sign Language and handwriting difficulties. The Inclusion Leader keeps up to date with practice through local and national initiatives.

Parents are welcomed into the school. They receive a regular newsletter advising them of the curriculum and the school activities. Parents' evenings are held each term with an annual report going home in the Summer Term. Parents volunteers support with educational trips, hearing pupils read, and supporting sports teams.

There is also a strong Parents' Association which is very much part of the school. In addition to organising social activities for parents and pupils, they work hard in fund-raising for the school. This includes the main event of a bi-annual Summer Fete and an annual Christmas Fayre which can raise over £10,000 used for school trips and playground equipment amongst other resources to support inclusion and the overall strategic development of the school.

The Governors also work closely with the school on the strategic direction and monitor the impact of the school. They have a variety of expertise amongst them which ensures the Head is supported in key areas of the school's development including evaluating the curriculum. The discussion with the Inclusion Leader showed that the Governors are fully supportive of the Leaders in the school and embrace and challenge the developments to ensure the pupils are the key priority.

In the Head's welcoming words on the website he states, "At St James the Great we seek to create a supportive and friendly environment where each child has the opportunity to develop the highest possible level of achievement fulfilling their academic, moral, physical and spiritual potential in a climate of tolerance of individual differences where Gospel values permeate daily life so we strive to use our skills and talents for the good of all."

This was evident throughout the visit. The Head gave his time freely at the beginning and middle of the day and clearly valued the pupils' resilience and focus to improve their learning under the watchful eye of the hardworking, dedicated and passionate staff who all demonstrated a true sense of purpose. It was a truly enjoyable day and a privilege to visit St James the Great Primary and Nursery R.C. School.

The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach and in-school research. Evidence of Cluster working will underpin the capacity for the school to maintain its Flagship status.

**Assessor: Anne Spencer**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**



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



### Commentary on the last 12 months:-

- The school has created and reviewed an Action Plan for the past 12 months with targets and actions for areas for development that were identified at the last Flagship Review.

### Commentary on the next 12 months and further recommendations:-

- Further develop the pupils' understanding of virtues of character education through the PSHCE Leader including evaluating displays and library themes.
- To further develop the use of Clicker to improve the inclusivity of the classroom with enhance technology.
- To implement further training for 'Squabble Busters' regarding Conflict Resolution to resolve conflicts led by the ELSA Leader.
- To continue to explore the consistent monitoring of IEP targets so that teachers' planning supports diminishing the gap between SEN and vulnerable pupils and their peers.
- To continue to address the whole school target for teaching with Stretch and Challenge for the more able pupils and to continue to adopt Mastery Learning throughout the school to 'Keep Up not Catch Up' as well as differentiation within the classroom setting.
- To continue work with the charity CHROMA to employ Music, Art and Drama Therapists to work with adopted children
- To continue to use Provision Mapper as a tool for communication between the Inclusion Leader and the staff to ensure interventions are having an impact on pupil outcomes.

### Flagship Project 2019-2021:-

(Recommended by Assessor to have a longer two-year timescale)  
Progress to be evaluated at next IQM Flagship Review April 2020

Create an Action Plan for Autumn Term 2019 - Autumn Term 2021 that identifies resource implications, staffing issues, CPD needs and desired outcomes to enrich the curriculum from the Erasmus visits to Italy, Spain, Iceland:

- To improve creative opportunities in EYFS.
- To develop the use of apps and ICT to develop an understanding of the visual narrative in teaching and learning across the school.
- To develop a nurturing environment where pupils guided the learning through their own choices.



## IQM Flagship Review



- Create an Action Plan for Autumn Term 2019 - Autumn Term 2021 that identifies resource implications, staffing issues, CPD needs and desired outcomes to enrich the curriculum through the staff visit to Sweden in the Summer Term 2019.
- To further develop the outdoor curriculum through Forest Schools

### Other Recommendations:-

- To visit Woolenwick Infants School to review their EYFS, KS1 provision and their outdoor curriculum.
- To review 'Wellbeing Measurement Framework for Primary Schools'.
- To review 'Supporting staff Well Being in Schools'.

### Cluster Group Attendance:-

- The school is a committed and active member of the Cluster Group.

**Assessor: Anne Spencer**

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