



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St James' Catholic Primary School,
Millom**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School:	St James' Catholic Primary School
Address:	Lonsdale Road, Millom Cumbria LA18 4AS
Telephone Number:	01229 772731
Email Address:	head@stjamesrc.cumbria.sch.uk
School URN:	112351
Headteacher:	Mrs Nerissa Nicholas
Chair of Governors:	Mr John Rodgers
Lead Inspector:	Mrs Frances Wygladala
Team Inspector:	Mrs Elaine Allen
Date of Inspection:	November 14th 2017

INFORMATION ABOUT THE SCHOOL

St James' is a Catholic Voluntary Aided primary school in Millom, Cumbria. The school serves the parish of St Francis in the Diocese of Lancaster. The location suffers from rural isolation and social deprivation, It is a smaller than the average-sized primary school with 201 pupils currently on role, of whom approximately 28% are baptised Roman Catholic. The vast majority of pupils are of White British heritage, a greater than average proportion has special educational needs, especially on education, health and care plans. The number of pupils eligible for pupil premium funding is average for Cumbria, but below national average. Pupil's attainment in RE on entry is significantly below the national average.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	30	24	27	31	33	28	28	201
Catholics on roll	8	6	7	9	13	8	6	57
Other Christian denomination	18	18	20	21	20	20	22	139
Other faith background	0	0	0	0	0	0	0	0
No religious affiliation	4	0	0	1	0	0	0	5
No of learners from ethnic groups	0	0	0	0	0	0	0	0
Total on SEN Register	4	4	10	12	10	5	4	49
Total with Statements of SEN	3	2	3	0	1	1	0	10

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	25.9			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Parish of St Francis of Assisi	201

TEACHING TIME FOR RE	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.33	2.33	2.33	2.5	2.5	2.5	2.5	17.5
% of teaching time	10	10	10	10	10	10	10	10

TEACHING TIME FOR ENGLISH	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	20	20	20	18.5	18.5	18.5	18.5	

TEACHING TIME FOR MATHS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	20	20	20	20	18.5	18.5	18.5	

STAFFING	
Full-time teachers	6
Part-time teachers	5
Total full-time equivalent (FTE)	8.7
Classroom Support assistants	16
Number of Catholic teachers FTE	6.1
Number of teachers teaching RE	7
Number of teachers with CCRS or equivalent	5
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	0

ORGANISATION	
Published admission number	30
Number of classes	7
Average class size KS1	30
Average class size KS	30

EXPENDITURE (£)	Last financial year 2016/17	Current financial year 2017/18	Next financial year 2018/19
Total expenditure on teaching and learning resources	18,000	£15,000	£10,000
RE Curriculum allowance from above	£4050	£2974	£2000
English Curriculum allowance from above	£5200	£4050	£3000
Total CPD budget	£2500	£2000	£1500
RE allocation for CPD	£1200	£800	£600

How the school has developed since the last inspection
<p>All recommendations for improvement since the last inspection have been actioned and are having a positive impact on raising standards in Religious Education and access to and participation in Prayer and Liturgy opportunities.</p> <p>The school has good capacity for sustained improvement. The commitment of staff and governors illustrate the capacity to improve further.</p>

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

2

OVERALL EFFECTIVENESS

St James' is a good Catholic school with many outstanding features. It is very welcoming and has inclusion for all as a central goal and shared vision. Pupils enjoy attending the school and they have positive attitudes to learning and deepen knowledge of their faith throughout their time in school. The school lives out its Mission Statement ('I have loved you with an everlasting love') each day. Governors play a significant part in leading the direction of the school for the benefit of the community it serves and the school prides itself on going above and beyond in supporting its pupils and families, especially the vulnerable. Recommendations since the last inspection have been actioned.

The quality of provision for the Catholic Life of the school is outstanding. The commitment from governors, staff and parish clergy to support pupils and families in their faith formation and prayer life. Staff and governors set good examples, are proud of their school and work hard together. The spiritual, moral, social and cultural development of pupils is outstanding and has a positive impact on everyday life at St James'. This can be seen through pupils' responses to each other and to the notion of the common good and justice in the world we live in. Gospel values permeate through school life and pupils are helped to grow in faith.

Prayer and Liturgical opportunities offered are outstanding; pupils act with reverence and join in prayers confidently. Pupils focus on relating Gospel stories to their lives to 'make a difference' to the way they live.

The quality of Religious Education (RE) is good with outstanding features; teaching is consistently good or better and pupils are provided with opportunities to deepen their faith, to understand Catholic traditions and practices and progress well in their learning. Teachers have good subject knowledge in RE, and this enables pupils to enjoy and achieve well in their RE lessons. Leaders and managers have robust monitoring systems in place and set priorities for the development of the subject. As a result, progress is good for all groups of learners regardless of their starting points – many of which are very low. Staff are well supported by the head, subject leader and the parish priest and they benefit from meeting with other local schools regularly in the Furness cluster to moderate RE work and share best practice.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

Continue to develop provision in line with the Religious Education Curriculum Directory and Diocesan guidelines by:

- Developing further the skills of independence, originality and imagination to enable pupils to ask deep and meaningful questions
- Embedding the recently introduced Human Relationships and Sex Education (HRSE) Guidelines into the curriculum
- Providing consistent feedback to pupils, with guidance on how to improve their work, by asking further questions often and building in opportunities for pupils to respond.
- Planning increased opportunities to learn about people of other faiths.

CAPACITY FOR SUSTAINED IMPROVEMENT

All priorities since the last inspection have been successfully addressed. The excellent leadership and commitment of staff and governors illustrates a capacity to improve further. The school's capacity for sustained improvement in all areas is good because of accurate self-evaluation leading to clear, challenging targets and appropriate priorities.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

1

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

1

1

1

The Catholic Life of the school is outstanding. St James' is a welcoming, friendly and inclusive community with a strong family ethos where everyone is valued and where pupils flourish. Christ is at the centre of the school community and Gospel values permeate through all school life. Pupils are at the heart of an embedded culture of care, concern and nurturing promoted by governors, leaders and the whole staff team. Pastoral support for vulnerable children and their families is a priority.

Pupils are proud to be members of St James' Catholic Primary School and are well behaved. Pupils treat others with respect and acknowledge that their behaviour always has consequences. During a conversation, one pupil stated 'we need to look after others who don't have as much as we do and support charities that can help'. Pupils are aware of the needs of other people and seek to support them for example by fund raising for different charities both locally and globally, for example Y6 organising a fun run to raise funds to entertain the elderly at Christmas and CAFOD.

Continued professional development is effective and staff meet regularly with local schools in the Furness cluster to moderate work in year groups. Days are planned, for example the recent shared INSET with Sr Judith Russi SSMN and Canon Ruscillo on Catholic ethos and mission, and also training days led by the RE subject leader, the Diocesan Leaders of Education and the parish priest.

All pupils are assisted and supported in their prayer life and enjoy school Masses and liturgies. Pupils from an early age are involved in preparing liturgies, this was seen in Foundation Stage where a pupil set up the room for worship with religious artefacts and all pupils saw the importance of sharing and looking out for each other. The weekly newsletter has a section for prayer intentions and families often ask for prayers to be offered for named or private intentions. In Year 2, pupils were focussing on pebbles and the fact that we are all similar but also unique. In the Year 6 pupil-led liturgy on the theme of 'love one another as I have loved you', there was time to reflect on acts of kindness and how our actions could reflect this Gospel passage.

Prayer and Liturgy are central to the whole school community and a key part of every school celebration. Every class has a focus area dedicated to Prayer and Liturgy that is well resourced, as well as a central prayer table in the hall and a 'little chapel' that is well used by pupils and staff alike. RE displays around the school are of a high standard and staff and pupils appreciate the help from a governor with creative flair. Discussions with pupils demonstrate their understanding of the importance of key celebrations throughout the liturgical year. Strong links exist with the parish and Masses are celebrated on Holy days and special days of the year. Pupils regularly assist at the Mass on Sunday

and enjoy various ministries, including music, reading and serving at the altar.

Governors and school leaders are fully committed to fulfilling their role in ensuring outstanding provision for the Catholic Life of the school and hold an annual 'governors day' in January to reflect on the mission and aims of the school. They have high expectations and are actively working together to share the Gospel values which underpin all aspects of school life. The headteacher and subject leader provide a clear direction for the Catholic Life of the school which is given the highest priority, along with the spiritual and moral development of pupils. Leaders and managers ensure that parents have a thorough understanding of the school's mission, this is seen in the positive responses to parent questionnaires and discussions with staff and governors.

Nurtured within the school's strong Catholic ethos, pupils are confident in, and are ready to express their own views and beliefs, whilst showing openness and tolerance towards others. Pupils contribute to and benefit greatly from the Catholic Life of the School, they are provided with a wide range of experiences in which they are able to express their faith, especially through regular Masses and liturgies. Gospel values are given a high priority within the weekly awards, for pupils who show them and also for being kind, caring, considerate and showing good manners. Pupils, supported by parents and staff, have raised money for many charities, for example, MacMillan Cancer Care and Autism Around the Combe.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

2

2

2

Pupils reported that they enjoy RE, particularly the different approaches that are used in the teaching and learning of this subject. This includes drama, which was evident in the Year 5 lesson observation and art, which was evident in the Year 1 lesson observation. In the Year 5 lesson, the pupils were able to link the Ten Commandments into experiences in everyday life. In particular, the pupils were able to understand how they would need to make choices in life, which would link to the teachings of the Catholic faith. In the Year 1 lesson observation, the children were enjoying learning about Mary's visit to Elizabeth and again different teaching and learning approaches were used to enable the pupils to understand the key messages from this story. In both lessons, most pupils were fully engaged in their learning and demonstrated an ability to reflect upon their learning. Classroom support was used effectively to support the learning of all groups of learners.

Children start the Foundation Stage with attainment in RE well below age-related expectations. They make good progress throughout the Foundation Stage and enter Key

Stage One with many of them achieving in line with expectations. As a result of at least good progress in Key Stage One and Key Stage Two, by the end of Year 6, pupils' attainment is in line with expectations with a small percentage achieving beyond age-related expectations. Progress is good for all groups of pupils including children with special educational needs.

Governors and school leaders place a high importance on the teaching and learning of RE. There is a clearly mapped out monitoring and evaluation schedule, which supports leaders in monitoring the provision of a quality curriculum, meeting the requirements of the Curriculum Directory, as well as raising standards in teaching and learning. Work has been undertaken to ensure that a range of resources and activities are used to address the curriculum objectives, as well as incorporate the new HRSE objectives. The RE curriculum provides good opportunities for spiritual and moral development. Children are taught about other faiths and cultures but school leaders recognise the potential and benefits of developing this further. The Headteacher and RE subject leader are continuing to develop the curriculum and have confidently identified areas for further development. These are incorporated into the RE development plan. *Fit for Mission? Schools* is weaved effectively into this plan. Governors commented how they particularly enjoy and place value on spending a full day in school each January. Whilst they come into school on other occasions, this full day in school allows them to see first-hand the teaching and learning of RE and other subjects in all the classes, supporting effective monitoring.

The school has an effective assessment system for tracking pupil progress. This tracking system enables leaders to identify and target those children who may not be making the necessary progress. The Headteacher shares information with governors through her termly Headteacher report and this supports governors in fulfilling their role in monitoring the standards of RE in the school. There is evidence of some high-quality marking and feedback and this practice should be shared across the school as it is supporting the children in thinking deeper about their learning.

There is full commitment by leaders to staff development. Support has been sought from the Diocese to ensure that all staff in school are confident in providing a quality RE curriculum and opportunities are created for staff to share good practice both in school and within the cluster of schools. RE subject knowledge is at least good across the school and the importance placed on CPD by leadership is clearly supporting the teachers in delivering a good and improving curriculum.

Parents speak highly of the school. They are clearly proud of all that takes place in the school, the Parish and in the local community. Parish links are a great strength of the school and there are links to other schools both in the local area and within the Catholic cluster. Staff and pupils are also involved with many charities; they spoke passionately about their involvement in CAFOD. Pupils freely think up their own ideas of how to raise funds for these charities and are aware of the need for to support our wider family.

When asked what they were most proud of at St. James', many children commented on the care they received in the school and how much they enjoyed '*the time for reflection in RE*'.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	1
Catholic Life	1
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	1
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	1
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	1
Religious Education	2
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	2
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	2
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	2

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	1	1	1	1
Religious Education	2	2	2	2