

# St James' Roman Catholic Primary School Profile

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## St James' Roman Catholic Primary School

Maybury Close, Petts Wood

Orpington, Kent, BR5 1BL

Telephone: 020 8467 8167

Children's Service Authority:	Bromley
Age range:	5-11
Number of pupils:	214
Head teacher:	John Masson
Chair of governors:	Mary Cava

## What have been our successes this year?

There were many milestones and successes for St James' in the last academic year. We are delighted with our newly revised 'Promise' which was formulated in consultation with children, staff, governors and parents.

**At St James' RC Primary School we provide a welcoming, secure environment where Christian values are shared by all. We promote positive relationships and respect for self and others. We inspire our children to be excited by learning and to reach their full potential. We believe in you and your ability to succeed.**

We currently hold the Healthy Schools and Artsmark awards and will renew our Investors in People status in the Autumn of 2008.

The school was been placed in the top **5%** of schools in Britain this year and has been in the top **10%** of schools for the past 4 years.

In response to the MFL 2010 initiative we have successfully introduced French lessons to KS2 children on a weekly basis.

Pupil surveys indicate that all our children enjoy being at school and find learning fun (**100%**). Learners' attitudes are excellent and pupils show high levels of engagement and enthusiasm in lessons.

## What are we trying to improve?

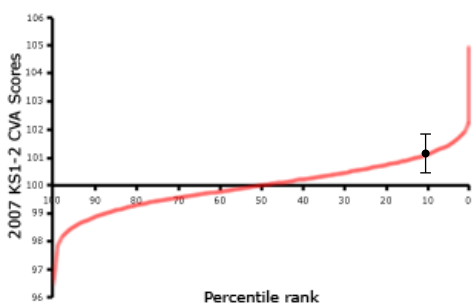
The Headteacher, SLT, staff and governing body share a vision for school improvement and are committed to raising standards academically, socially, spiritually and morally. We are in a strong position but there is no room for complacency at St James. There remains a relentless drive to ensure that the children receive the best possible opportunities to achieve their full potential

Our School Improvement Plan for 08/09 includes a number of priorities for the year. As a whole school we continue to be committed to the following;

- Sharing good practice with others and learning from others, internally and externally for the benefit of the children.
- Consistency in approach from a stable, skilled and committed staff who share the philosophy of care for the individual and high expectation for academic and behavioural achievement.
- Rigorous Assessment for Learning procedures to be embedded to ensure that data input and analyses are meaningful.
- Ensure that the opportunities we provide for our children help them to become lifelong learners and caring citizens.

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## How much progress do pupils make between age 7 and 11?

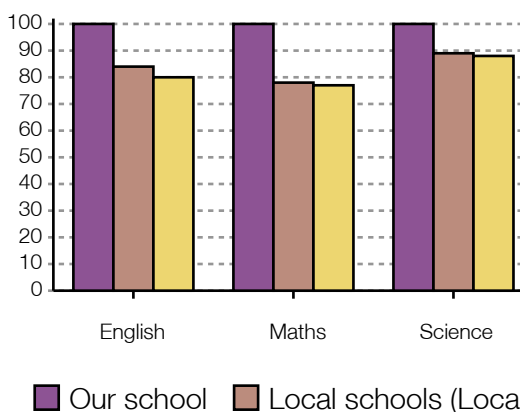


- Our school      I Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

Analysis of Key Stage 1 and 2 test results and Contextual Value Added Data indicates well above average combined point scores. This shows that the children make very good progress year on year in all subjects in the Foundation Stage ( Reception), KS1 and KS2. DfES validated data for 2007 ('Raiseonline') accredits the school with the highest possible indicator of **SIGNIFICANT +** for progress from KS1 to KS2 in literacy, maths and science. Evidence from observations, work scrutiny and test data indicate high levels of achievement in all other subject areas.

### How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2007. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

At Key Stage 2 there is an upward trend in Literacy, Maths and Science with **all our children achieving L4** in the core areas in 2006. **Level 5 results were also exemplary this year (73% for Maths, 73% for English and 90% for Science)**. Our L5 writing results were particularly pleasing in 2006 as they were up from **28% to 43%**. **Our L5 reading results remain the highest in the LA at 87%**. We significantly exceeded our targets for Science, Maths and English this year.

## **How have our results changed over time?**

The five year summary of end of key stage results indicates a consistently high level of performance in English, Maths and Science at Key Stages 1 and 2. The school remains well above national and Local Authority standards in the core areas. Data shows that school performs very well compared to schools with similar contexts and intakes.

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## **How are we making sure that every child gets teaching to meet their individual needs?**

St James' has a well planned, coherent and inclusive curriculum, accessible to all. Weekly planning includes extension and modification tasks which takes into account the differing needs of all children including those with specific difficulties. Pupils are clear about what they are doing, where they are going and how they will know when they get there. Regular meetings ensure that the child's needs are clearly communicated and supported at home and at school.

Our very skilled and dedicated group of teachers work well with our effective support staff. Support programmes in school are led by the Teaching Assistants and have a very good impact on pupil achievement. We employ a specialist Gifted and Talented teacher who works with higher attaining groups of children on problem solving, creative thinking and mind mapping activities. This has had a real impact on the achievements of high level learners.

Regular analysis of data by the whole staff feeds into planning. Whole school, class and individual targets are in place for all children. Teachers work hard to create a positive learning atmosphere and develop pupils self-confidence through the use of careful questioning, constructive criticism and praise.

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## **How are we working with parents and the community?**

We consider the partnership we have with the parents of St James to be a significant strength of the school and regularly canvas stakeholders to gauge levels of satisfaction and priorities for action.

Strategies are effectively used to promote caring relationships and a sense of responsibility in the school and wider community. Our inclusion policy is well implemented ensuring that the children feel valued and have the confidence to succeed. Opportunities are provided for children to make a positive contribution to the community;

- The Student Council is well respected and has a positive impact on developments within the school and local community.
- Year 6 children invited to sing at care homes over Christmas and in the Glades to raise funds for charity.
- The school choir is invited to participate in the Hospicecare Service at Locksbottom each year
- Musical links with Marjorie McClure Special School
- Senior citizens provide talks on life during World War II to older children.
- Voluntary support from local parishioners
- The caring services provide talks on safety and citizenship.
- Parish links are numerous
- Excellent parental support for all school activities

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## What have pupils told us about the school, and what have we done as a result?

We have an active Student Council with elected representatives from Reception to Year 6. The Council represents the school on formal occasions and meets regularly with the Headteacher. Minutes from the meeting are shared with the whole school. All student representatives have disposable cameras to record highlights of the school through their eyes; pupils participate in an annual survey through questionnaires relating to behavioural and academic issues. There were many positive responses but we were most delighted with the fact that **100%** of our children enjoy coming to school. The children were also asked to consider the qualities of their best teacher and best learning experience. They overwhelmingly cited a **good sense of humour** as being crucial to their success as learners as well as **good listening skills** and **caring atmosphere**. Pupils were asked what stopped them from learning and responses were fed back to teachers. Pupil issues and concerns are voiced through our strong pastoral support programmes. Worry boxes are available in all classes and circle time is used effectively to respond to the needs of our pupils.

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## How do we make sure our pupils are healthy, safe and well-supported?

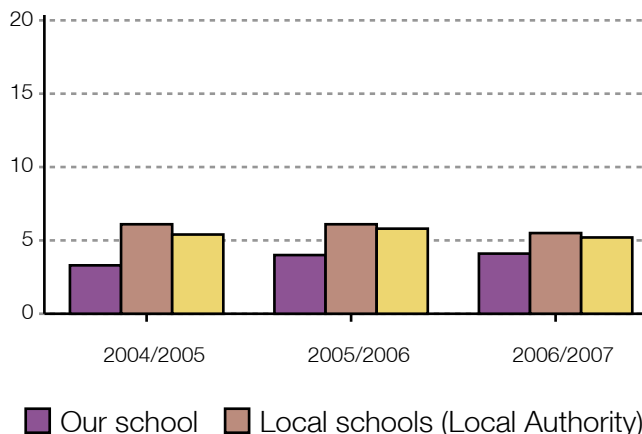
The children learn about the importance of being healthy and staying safe through the following activities and initiatives:

- Science, Personal, Social, Health, Citizenship and PE curriculum
- Access to drinking water in all classes
- LEA recycling initiative
- Walking bus
- External expertise for talks e.g. nurse, dentist & vet
- Sports partnership links with Bishop Justus school
- LEA Lifebus
- Cycling Proficiency for Year 6 children

The children are well supervised throughout the day and understand the importance of personal safety, an issue regularly reinforced in assemblies and by teachers in class. There is regular training for staff and governors on health and safety and child protection issues. The teachers have annual EpiPen training. The Site Manager and Deputy Headteacher carry out termly whole school risk assessments. The medical needs of the children are clearly communicated in classrooms and the staffroom.

There are high expectations of behaviour and discipline throughout the school and the children are expected to take responsibility for their behaviour. There have been no exclusions in the past ten years.

## How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

Attendance and punctuality are very good. The percentage of half days missed through authorised and unauthorised absences falls well below local authority and national averages. There were no unauthorised absences last year.

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## What activities and options are available to pupils?

The pupils benefit from a wide range of extra curricular activities. After school clubs vary from term to term. Currently the children participate in art club, martial arts, hockey and choir clubs. Children have the opportunity to perform in class assemblies and end of year productions and we use outside visitors extensively to support the children's learning. Regular off site trips are organised for the children in Key Stage 1 and Key Stage 2.

We are fortunate to have four excellent peripatetic teachers who offer tuition in the following instruments; violin, guitar, flute and clarinet. Take up for these lessons is very high.

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## What do our pupils do after leaving this school?

### Year 6 Transfer to Secondary Schools - Summer 2008

Beaverwood Girls School (1)

Bishop Justus (3)

Bromley High School (4)

Bullers Wood (3)

Coloma (5)

Darrick Wood (1)

Eltham College (1)

London Oratory (1)

Ravens Wood (4)

St Olaves (4)

Wilmington Boys Grammar (2)

Wilmington Girls Grammar (2)

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## Ofsted's view of our school

This is an outstanding school. It is led by an inspirational headteacher, dedicated staff and governors and gives its pupils an excellent standard of education. It is clear that parents hold the school in high regard, both from the very positive response to the parents' questionnaire and from the large number of additional comments made in praise of the school's work. 'I couldn't choose a better school', wrote one.

Pupils' personal development is outstanding. A mark of this is how pupils responded when asked what they thought would be the most important thing they would take away with them when they leave. The youngest child said 'Friends'. An older pupil expressed it, 'Learn to cooperate and make friends'. One observed, 'All children have the right to be included.' Another illustrated this by referring to a football match that pupils had spontaneously organised at playtime, involving all who wanted to play from all classes. Pupils agree that high standards of behaviour are shown virtually all the time and are adamant that bullying is very rare. They say they are very safe in school and are confident of a sympathetic hearing if they have problems. They understand the importance of staying fit and healthy. They speak of a balanced diet but show a mature moderation: 'You are allowed some treats.'

Achievement is outstanding and high standards have been maintained over a number of years. Pupils begin school with above average skills. They make very rapid progress in Reception and, by Year 2, standards are high. Pupils make outstanding progress in every year group and the measures of the value added by the school are among the highest in the country. Good improvements have been made in information and communication technology (ICT) since the last inspection. Standards exceed expectations, though they are not as high as in English, mathematics and science. The school makes use of exceptionally challenging targets to raise standards in these subjects, but does not apply this technique to ICT. The coordinator is extending the system of assessment in order to give a more accurate measure of how well pupils are progressing.

Teaching and the curriculum are outstanding and account for pupils' huge enjoyment of school. Modern technology is used well to help their learning. A Year 5 class was learning about the circulation of the blood and how exercise affects the heart rate. They discussed an animated diagram shown on the interactive whiteboard. The understanding gained from this enabled them to deduce from a graph of a runner's pulse exactly what he was doing at each change of rate. In another lesson, pupils were writing stories with exciting openings. One began, ' 'Help!' cried a faint voice from the heart of the flames'. An example of innovation in the curriculum is the days when pupils plan and lead activities. In one class, pupils taught and learnt football skills and T-shirt painting. Pupils' views on how they learn best are canvassed and taken into account in teachers' planning - for example, additional cross-curricular sessions in the ICT suite were added to the timetable. Curriculum enrichment is typified by the high quality musical productions and competitions in which many pupils participate.

The all-round high quality of education offered to pupils is well summed up in the words of a parent: 'A wonderful school in educational terms as well as a happy, caring environment for our children'. Pastoral care is of high quality and arrangements to safeguard pupils are very thorough. Academic

guidance is excellent and even the youngest pupils quote their targets. 'Mine is to remember capital 'I's, said a Year 1 pupil. Teachers' marking is thorough and of a high quality in all pupils' work, and pupils say how much this helps them to improve.

Leadership and management are exceptionally thorough and effective. A parent recognised this as the main ingredient in the work of the school: 'The school is a huge success because of the head and the dedication of the staff.' Systems for self-evaluation are outstanding and are characterised by exceptional rigour. Teachers' work and their assessments are constantly evaluated, both by themselves and senior leaders, to ensure that they are of consistently high quality. These systems ensure that pupils make the best progress that they can and that all groups make equally outstanding progress. The governing body's high expectations of the staff match those that teachers have of pupils; governance is outstanding. Staff value the professional development that leaders give them and this too is at the heart of the school's continuing improvement; for example, the school is now part of the National Support School Initiative, in which the headteacher is a National Leader of Education. The school was judged very good at the last inspection and is now excellent, evidence of an outstanding capacity to improve.

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Date of last inspection: 20-Sep-2007

Ofsted graded our school as outstanding

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for St James' Roman Catholic Primary School](#)

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## What have we done in response to Ofsted?

St James' was judged to be an excellent school with no key issues from our last Ofsted inspection in 2002. The school has, however, continued to improve and grow, building and creating a totally learning-centred environment and ensuring successful learning opportunities for everyone. ICT was judged to be satisfactory in our 2002 inspection - a fair judgement due to lack of resources. We now have an ICT Suite and the staff and children have developed far greater expertise and confidence in this area. Interactive whiteboards are used effectively to develop the children's competency, knowledge and skills in this subject. We are currently developing our school website to support and enhance effective communication information. We have come a long way in this area of the curriculum.

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## More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 020 8467 8167

Our website