

# Inspection of a good school: St James' Catholic Primary School Orrell

St James Road, Orrell, Wigan, Lancashire WN5 7AA

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Inspection dates:

16 and 17 February 2022

## Outcome

St James' Catholic Primary School Orrell continues to be a good school.

## What is it like to attend this school?

Pupils understand the school values and the 'seven threads' of strong character. This is reflected in how pupils conduct themselves around school. Pupils get on well together. They work hard and are keen to learn. They show curiosity and excitement in their work. Pupils succeed in the harmonious school 'family' that leaders have created. Staff's high expectations for pupils' behaviour and learning are evident from Reception to Year 6.

Pupils are well-mannered. They are respectful and polite to each other and to visitors. Pupils value each other's differences. Bullying and disagreements between pupils are rare. Pupils said that, if it happens, any incidents of bullying are quickly resolved.

Pupils, including school councillors, sports leaders and eco-councillors, embody the school values. They enjoy being involved in school life and are proud of their work. This includes being buddies for Reception children, litter picking in the school grounds and raising funds for the new bike shed.

## What does the school do well and what does it need to do better?

Leaders have designed a broad and balanced curriculum. The curriculum is carefully sequenced so that pupils build on what they already know. Leaders have invested in staff training and have created a highly professional staff team. Subject leaders support teachers well. They ensure that teachers are clear on what pupils should learn, and by when. This allows pupils to know and remember more in all subjects.

Teachers have strong subject knowledge. This ensures that they are confident to support pupils' learning. They check pupils' understanding regularly in most subjects. However, in some subjects, assessment procedures are being refined. This means that staff do not consistently use assessment information to reshape the curriculum based on what pupils already know.

Leaders understand the importance of pupils developing into fluent readers. Children start to learn phonics as soon as they join the school in Reception. Most children in the Reception Year can read unfamiliar words using their phonics knowledge. Most pupils in key stage 1 become confident, accurate readers. Staff give effective support to children and pupils who are at an early stage of reading. Older pupils discussed a wide range of authors whose books they have read. They said that staff support them regularly with their reading. They said that this helps to improve their use of vocabulary and inference skills.

Staff know pupils well and are quick to identify pupils with special educational needs and/or disabilities (SEND). They ensure that these pupils enjoy full access to the curriculum. Like other pupils in the school, pupils with SEND achieve well. They are fully included in the life of the school. Pupils with SEND succeed because of the precise support they receive from well-trained support staff. This view is reflected by many parents' comments.

Pupils behave in a highly positive way. They pay close attention in lessons and there is no disruption of learning. Pupils leave the school well prepared for the next stage in their education.

Leaders provide pupils with opportunities to become resilient and determined. They encourage pupils to do their best and to never give up. Pupils have a strong understanding of what it means to be a British citizen. They are respectful of different beliefs and the backgrounds of others. They enjoy the many clubs, trips and visits that enrich the curriculum. This develops their character and promotes British values. It results in a school where everybody feels welcome and included.

Senior leaders understand the school's strengths and weaknesses, which helps them to secure improvements. For example, the successful programme of training for subject leaders means that there is strong leadership at all levels. Leaders are mindful of the workload and well-being of staff.

Governors understand and fulfil their statutory duties. They know the school and the community well. They provide effective support and challenge to school leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders prioritise work to protect pupils. They have strong safeguarding systems for training staff and governors. This ensures that staff are alert to any signs that pupils may be at risk from harm. Staff are quick to escalate any concerns. Leaders work with a range of external partners to ensure pupils' safety. The curriculum provides many opportunities for pupils to learn how to keep themselves safe. Pupils said that if they are worried about something in or outside school, they can talk to a member of staff.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In some subjects, assessment procedures are being refined. This means that teachers do not know what pupils have remembered from their previous learning. Leaders should ensure that assessment procedures are fully embedded in these subjects. This will allow teachers to adapt the curriculum so that pupils' learning builds on what they already know.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in January 2017.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	106492
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10211117
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	404
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Michael Hickman
<b>Headteacher</b>	Gary Hayes
<b>Website</b>	<a href="http://www.orrellsaintjames.wigan.sch.uk">www.orrellsaintjames.wigan.sch.uk</a>
<b>Date of previous inspection</b>	10 January 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is a Catholic school, within the Archdiocese of Liverpool. Its most recent section 48 inspection took place in November 2017. The next inspection will be within eight years of the last section 48 inspection.
- The school does not use alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- In order to judge whether the school continues to be good, the inspector focused the inspection on specific subjects of the curriculum. The inspector undertook deep dives in reading, mathematics and art. This involved meeting with senior and subject leaders, scrutinising the curriculums and visiting lessons in these subjects. He met pupils from the lessons visited and looked at their work. He met with the teachers from the classes visited. He listened to pupils reading.

- The inspector looked at the single central record and checked the school's systems for monitoring and reporting safeguarding concerns. The inspector also met with the designated safeguarding lead.
- The inspector met with the special educational needs coordinator to help evaluate provision and practice in the school.
- The inspector spoke with a range of staff and pupils to find out what it is like to be a pupil, or to work, in this school.
- The inspector met with a representative group of governors, a representative from the local authority and a representative from the Archdiocese of Liverpool.
- The inspector reviewed key documents, including the school's self-evaluation form, school action plans and monitoring records.
- The lead inspector checked all survey responses, including those from pupils, staff and parents. This included taking into account 48 responses to Ofsted Parent View. He also met with some parents on the second day of the inspection.

### **Inspection team**

Simon Hunter, lead inspector

Her Majesty's Inspector

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