

St James CofE Primary School, Daisy Hill

Inspection report

Unique Reference Number	105209
Local Authority	Bolton
Inspection number	363691
Inspection dates	14–15 June 2011
Reporting inspector	Michael Hewlett

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	402
Appropriate authority	The governing body
Chair	Mr Neil Gray
Headteacher	Ms Sarah Navin / Mrs Anni Poole
Date of previous school inspection	21 February 2008
School address	Hindley Road Daisy Hill, Westhoughton Bolton, Lancashire BL5 2JU
Telephone number	01942 634688
Fax number	01942 634689
Email address	office@st-james-daisy-hill.bolton.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 22 lessons and observed 18 teachers. Inspectors held meetings with members of the governing body, staff, parents and carers, and talked with pupils. They observed the school's work and looked at the school's self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined 117 questionnaires from parents and carers, as well as those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the new leadership team has an accurate view of the school's performance.
- Whether teaching consistently addresses the needs of all groups of pupils.
- Has the school been accurate in identifying the pupils' attainment and the extent to which they feel safe as strengths of the school?

Information about the school

This is a larger-than-average-sized primary school. Most pupils are of White British heritage. Few are from minority ethnic groups or speak English as an additional language. The proportion of pupils known to be eligible for free school meals and those who have special educational needs and/or disabilities is below the national average. The school achieved the Sportsmark Award in 2010 and renewed its Healthy School status in 2011. The school has two headteachers, one who has held the post for several years and another appointed in January 2011. The two share the post of headteacher in a part-time capacity.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

St James C of E Primary is a good school. It is successful because the joint leaders have concentrated on the right priorities and taken the actions necessary to achieve them. They have focused on improving the quality of teaching and learning and making sure the needs of all the pupils are met. Parents and carers talk positively about how happy their children are in school. 'A fabulous school with teachers who care about the whole child', is typical of the comments received by inspectors.

Most children begin school with broadly average age-related skills. They make good progress in the Early Years Foundation Stage because of the high priority adults give to improving children's literacy skills, as well as their personal and social development. By the end of Key Stage 2, pupils' attainment in English and mathematics is high, which represents good progress from their starting points. English is the stronger of the two subjects. While attainment in mathematics is generally high, results fluctuate from year to year. This is because pupils have too few opportunities to use and apply their mathematical knowledge in other subjects. Pupils' current work and the school's detailed tracking systems show that their progress in all subjects is good overall across the school, including for pupils with special educational needs and/or disabilities and those who are potentially vulnerable.

Strong features of the school's work include pupils' high attainment and their excellent understanding of how to keep safe. Pupils have positive attitudes to learning, their behaviour is good and they have a good understanding of the importance of leading a healthy lifestyle. Pupils have a strong voice in the school and have many opportunities to share their views. As one member of the school council explained, 'We helped to build that play area by raising money and then deciding what equipment we would like'. Good teaching and a stimulating curriculum allow pupils to develop their individual strengths. While most of the teaching is good, in some satisfactory lessons in mathematics teachers spend too much time talking. This slows the pace of learning and reduces the time available for pupils to contribute.

Key to the improvements made since the last inspection is the school's self-evaluation, which is accurate in its judgements. As a result, school leaders have identified areas of weakness, introduced strategies to address them and can show how these are having an impact. This demonstrates the school's good capacity for sustained improvement and its readiness to make changes. For example, school leaders have identified that the promotion of community cohesion is a relative weakness. In particular, that pupils' understanding of and contact with other cultures should be better. The supportive governing body is routinely involved in school life and contributes to setting the strategic direction. It rigorously monitors the school's performance.

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What does the school need to do to improve further?

- Raise achievement in mathematics by:
 - providing greater opportunities for pupils to solve problems and use and apply their mathematical knowledge in other areas of the curriculum
 - ensuring that the quality of teaching in mathematics is good or better, that lessons move at a brisk pace and that pupils do not spend too much time listening to teachers
 - avoiding the over-use of workbook and worksheet activities.
- Further promote community cohesion by broadening pupils' understanding of the wider world and their contact with it.

Outcomes for individuals and groups of pupils

2

Pupils told inspectors how much they enjoy school, and evidence from classrooms clearly shows their enjoyment of learning. 'The work is hard but everyone does their best to help you', was a comment that summed up pupils' views. Pupils' skills in English are high. By the end of Key Stage 2, the vast majority are able to discuss books they enjoy, explaining techniques that the author has used. They write confidently and persuasively, often using the techniques that they have encountered in their reading. In mathematics, pupils' calculation skills are strong but their ability to solve problems is weaker. This helps to explain why results fluctuate more in this subject. Despite pupils' high attainment and good progress, pupils' achievement is good rather than outstanding because of this deficit in mathematics. In all lessons observed by inspectors, behaviour was good. Pupils apply themselves to a task and consequently make good progress in their learning.

Support for the different groups of pupils represented in the school is effective and well organised, resulting in all groups of pupils achieving well. They benefit from purposeful and often practical activities with the guidance of knowledgeable and well-trained support staff and teachers. The school's focus on targeted intervention for pupils with additional needs is working well because their attainment continues to rise. The weaknesses in this aspect of the school's work, highlighted in the last inspection report, have been successfully addressed.

Pupils have a good understanding of how to live healthily and participate enthusiastically in the many clubs and sporting activities that are available. They have an excellent understanding of how to keep safe and are confident that any concerns they raise will be taken seriously. Spiritual, moral, social and cultural development is good overall and pupils think about the needs of others, as well as themselves. This was confirmed by pupils who met with inspectors and said, 'This is a really friendly school, we all like to get on'. However, their understanding of other cultures and the wider world is less well developed.

Pupils' contribution to the school and local community is good. For example, they become involved in local issues and have been actively involved in recycling and improving their local environment. Pupils' attendance and their ability to use the key skills of oracy, literacy, numeracy and information and communication technology (ICT) is good, ensuring that they are well equipped for the next stage of their education.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

In the best lessons, teachers' plans show how pupils are to achieve the objectives set and teachers assess pupils' progress towards these as the lesson unfolds. They also move pupils' learning on at a rapid pace, while ensuring that the different groups represented in the class receive appropriate levels of challenge throughout. However, some inconsistencies in approach and expectation remain, resulting in too much teacher input and slower progress for pupils. In the less successful lessons, generally in the teaching of mathematics, there is insufficient focus on how pupils' new knowledge might be applied in other curriculum areas and an over-reliance on worksheet or workbook activities.

The curriculum is well planned to match pupils' interests and abilities. Pupils make the most of the many opportunities they are given to join in sporting, musical and artistic activities. The gymnastics and Bollywood dancing' sessions are especially popular and make a good contribution to pupils' adoption of healthy lifestyles. The move towards a creative, thematic approach in teaching in some subjects has had a positive impact on pupils' work. For example, a Year 4 topic about Tudor times required pupils to become 'detectives' as they sought out reliable evidence that could be used to build a picture of Tudor lifestyles. They undertook research, shared clues and responded with enthusiasm and skill to the challenges set. There are numerous opportunities for enrichment activities both in and out of school, with visits and after-school clubs all well supported.

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Staff supervise pupils well to ensure their safety. They know them as individuals and offer them support that is tailored well to their needs. Good home-school links encourage parents and carers to send their children to school regularly and this contributes to the successful partnerships that exist. Good links with pre-school groups and local high schools contribute to the very smooth transfers. As a result, pupils move confidently between classes and to their next stage of their education.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Good leadership has provided the school with a clear direction and improvement based on accurate self-evaluation. This has resulted in high levels of pupils' attainment, as well as improvements in the provision for pupils with different abilities. Despite the high standards, leaders recognise that there is always more to achieve. They have established rigorous monitoring of teaching and learning with the results shared with all staff, who report that their work is valued and supported. The positive ethos established in the school is one that successfully promotes equality for all and tackles any discrimination. This is apparent in the good support offered to different groups of pupils, such as the additional interventions for those pupils with language, number or behavioural difficulties.

The governing body exerts a strong influence in determining the strategic direction of the school and makes sure that all statutory requirements are met. Governors are supportive of, but also challenge, the school's work. The school's procedures for safeguarding are robust. It ensures that staff are suitably recruited and vetted and that the required policies and procedures are in place. The school's curriculum, through its topics and themes, provides valuable opportunities to remind children of their role in keeping themselves safe and healthy. Partnerships with others are strong, particularly in promoting pupils' well-being and their social and emotional development. The school's engagement with parents and carers is good. The vast majority say how delighted they are with the school and how any concerns they raise are taken seriously.

The school makes a satisfactory contribution to community cohesion. It is at the heart of its local community and pupils benefit from the school's close and productive partnerships with parents and carers. The school promotes amongst pupils a good tolerance and understanding of the needs of others. However, opportunities to make the most of the diversity and richness of the wider world and pupils' contact with it are not sufficiently advanced.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress towards the early learning goals from their broadly average starting points when they arrive in the Reception class. They settle quickly into a safe, secure and welcoming environment. This is the result of good teaching and staff who provide children with exciting activities. When children move to Year 1 they are generally working well above age-related skills in all the areas of learning. They have made impressive strides in their language skills and in their personal and social development. This is because there is a strong emphasis on providing regular opportunities for children to discuss what they are doing and they are given clear boundaries and expectations. Children's behaviour is good. They play together happily and they have warm, friendly relationships with adults and with each other. Importantly, they are motivated to enjoy learning by being given tasks that they enjoy and keep them actively involved. For example, as part of a pirate theme, children dressed in pirate clothes and formed a 'search party' to hunt for the buried treasure that was located in the garden. Their confidence and excitement increased as they began to find their treasure. Furthermore, their ability to express themselves fluently and explain their tactics improved as the activity continued.

Leadership of the Early Years Foundation Stage is good and it has introduced a varied curriculum and developed an outdoor play area that has imaginative play and children's interests at its heart. Monitoring is rigorous and has identified that more adult input is needed in the outdoor area to ensure that children's play remains purposeful and productive. Children's welfare and progress are carefully monitored and all aspects of safeguarding are in place.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of those who responded are highly satisfied with the school. This feedback reflects the information gathered by the school from its own surveys. Typically, they comment very positively about the quality of care and the overall provision in the school. Many positive comments were also received by inspectors about how much children enjoyed school and how it kept them safe. Within the small number of negative comments received, there was no underlying pattern. In their questionnaire responses, a few parents and carers signaled concerns over how the school manages unacceptable behaviour and how it takes account of suggestions and concerns. During the inspection, inspectors scrutinised the school's procedures with regard to these two areas. Discussions were also held with pupils. Inspectors' conclusions are contained in the body of this report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St James CofE Primary School, Daisy Hill to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 117 completed questionnaires by the end of the on-site inspection. In total, there are 402 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	62	40	34	3	3	2	2
The school keeps my child safe	76	65	36	31	3	3	2	2
My school informs me about my child's progress	45	38	60	51	6	5	5	4
My child is making enough progress at this school	54	46	53	45	7	6	2	2
The teaching is good at this school	61	52	51	44	3	3	2	2
The school helps me to support my child's learning	56	48	49	42	8	7	4	3
The school helps my child to have a healthy lifestyle	52	44	60	51	1	1	2	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	46	39	59	50	1	1	2	2
The school meets my child's particular needs	57	49	51	44	5	4	3	3
The school deals effectively with unacceptable behaviour	40	34	54	46	10	9	7	6
The school takes account of my suggestions and concerns	46	39	54	46	10	9	3	3
The school is led and managed effectively	48	41	55	47	9	8	2	2
Overall, I am happy with my child's experience at this school	66	56	43	37	5	4	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 June 2011

Dear Pupils

Inspection of St James CE Primary School, Bolton, BL5 2JU

Thank you for the welcome you gave to me and the other inspectors when we visited your school recently. We enjoyed our visit. You were keen to talk to us and tell us how much you like your school. This helped us to find out about the school and how well it is doing.

Your school is providing you with a good education and you reach high standards. You told us you feel very safe when you are in school. We saw that you enjoy learning. We were impressed by your good behaviour and how much you knew about staying healthy. You try your best in all the things that you do. This is helping you to make good progress in your learning. All the adults take very good care of you. They all want the best for you. Teachers work hard to find things that interest you and help you to learn.

We have asked the school to improve two things. Firstly, we want to see you having more opportunities to use your mathematical skills. We are asking your teachers to make some improvements in lessons to make sure this happens. Secondly, we want you to find out more about the wider world. You can help by trying hard with all your work.

Best wishes for the future!

Yours sincerely,

Michael Hewlett

Lead inspector

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