

St James' Church of England Primary School

Inspection report

Unique Reference Number	102033
Local Authority	Enfield
Inspection number	376658
Inspection dates	1–2 December 2011
Reporting inspector	Brian Netto

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Alva Bailey
Headteacher	Joanna Dimmock
Date of previous school inspection	7–8 March 2007
School address	Frederick Crescent Enfield EN3 7HH
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Age group	4–11
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Introduction

This inspection was carried out by a team of three additional inspectors. They visited 20 lessons or part lessons and observed seven teachers. They met with staff, members of the governing body and pupils. They observed the school's work and looked at school plans, records of pupils' progress, policies, minutes of meetings and school self-evaluation documents. They received and analysed 62 questionnaires from parents and carers, as well as surveys from pupils and staff.

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

- The consistency in achievement between different groups of pupils in different subjects, including higher-attaining pupils, and boys in mathematics.
- The effectiveness of teaching and the curriculum in ensuring good progress for all pupils in writing and in mathematics.
- The impact of all leaders in driving improvement and accelerating progress.

Information about the school

The school is a one-form-entry, smaller-than-average primary school. The large majority of the pupils come from minority ethnic heritages, and nearly a quarter speak English as an additional language. The number of pupils known to be eligible for free school meals is around the national average. The proportion of pupils with special educational needs and/or disabilities is lower than average. The school runs a breakfast club and an after-school club, called Jammy Dodgers. The school currently has an acting headteacher. The school has won a number of awards, including Investors in People.

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

This school is providing a good education. There are several outstanding features. Attainment in all areas has risen since the last inspection and is now, overall, above average. The quality of teaching is outstanding. Consequently all groups of pupils, regardless of ability or background, make good progress, including pupils with special educational needs and/or disabilities. Pupils of higher ability achieve well, and the gap in progress between boys and girls is closing as a result of the quality of teaching. A close focus on literacy has resulted in improved achievement in writing over the last year, although achievement in mathematics is lower than that in reading and writing. This is largely because there are limited opportunities for pupils to develop their thinking and problem solving skills through the application of mathematics across the curriculum. Children make satisfactory progress in the Early Years Foundation Stage. Their attainment by the end of the Reception Year is broadly average overall, although their skills in numeracy are less well developed than those in other areas of learning.

Pupils are confident and articulate. They are kept extremely safe and happy by all adults, and their outstanding behaviour makes a strong contribution to their learning. Around the school their behaviour is exemplary, and they show considerable care and respect for each other. Pupils respond extremely well to the school's promotion of healthy lifestyles, for example through their active participation in a range of sports clubs. They share their understanding of healthy living extremely well with their families; for example, following family workshops to improve healthy eating, pupils have taken an active interest in their packed lunches and school meals. Support from trained professionals ensures that their mental health is also given strong attention, and pupils develop positive attitudes towards their own emotional well-being. Their spiritual, moral, social and cultural development is good. Many of the older pupils make a strong contribution to the school, for example by acting as mentors to children in the Reception Year.

The acting head is well supported by a strong leadership team and an effective governing body. Together they have sustained improvements since the last inspection so that the quality of teaching is now outstanding and attendance is high. The school has worked well with its partners, in particular the diocese and the local authority. These factors show that the school has a good capacity for sustained improvement. Self-evaluation is rigorous and accurate, and is supported by well-targeted monitoring of teaching and learning. The school enjoys particularly strong relationships with parents and carers, many of whom contribute to school events.

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They are very happy with the care and education provided. All pupils, especially those whose circumstances make them vulnerable, receive outstanding care, guidance and support.

The 'learning in faith' project is linking the school to the local community through the church, so that pupils have increased opportunities to promote community cohesion. The curriculum is enriched by many opportunities for the pupils to visit areas of interest in London. However, pupils' experience of other parts of the United Kingdom is more limited.

What does the school need to do to improve further?

- Raise achievement in mathematics to at least the levels of reading and writing by June 2012 by:
 - developing early calculation skills in the Early Years Foundation Stage, so children are better equipped with basic number skills before they enter Year 1.
 - increasing opportunities for pupils to use and apply mathematics across the curriculum to enhance thinking and problem-solving skills.

- Extend the strategies to promote community cohesion by improving the pupils' awareness of the backgrounds, beliefs and lifestyles of others who live in contrasting areas of the United Kingdom.

Outcomes for individuals and groups of pupils

2

Pupils' attainment is above average overall. Inspection evidence, including that from lesson observations and a range of data, shows that pupils achieve well particularly in reading and writing. Some pupils with higher ability are making exceptional progress. Achievement gaps between boys and girls, evident in the past, are closing as a result of outstanding teaching and concerted efforts by the school to engage all pupils in activities which are practical and interesting. Pupils with special educational needs and/or disabilities make good progress. They are given good support from teachers and teaching assistants. Pupils' progress in mathematics is mostly good, as work on number, space and shape is well taught. However, opportunities for pupils to use investigation skills and problem solving in other parts of the curriculum are more limited, and achievement in mathematics is less marked than in English.

Pupils say they feel extremely safe as they are confident that all adults look after them. This view is strongly supported by parents and carers. Pupils' behaviour makes a strong contribution to their learning. They are highly engaged and excited by learning, and show strong support and care for their peers. Behaviour around the school, both in and out of lessons, is exemplary. The school's 'fitness for the future' project helps support pupils and their families in understanding the importance of

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healthy lifestyles. Pupils have acted as ambassadors to promote this message both at home and at school.

Pupils enjoy taking on responsibilities, with members of the school council and Year 6 pupils particularly active around the school. Year 6 pupils act as buddies to children in Reception Year and ensure that they are kept safe. The school council used its budget to help design the playground, which includes various climbing frames, a quiet garden area, and music and sports areas.

Links with the church and a strong creative curriculum ensure that pupils have many opportunities to reflect on and respond to spiritual and moral matters. During an assembly, pupils were able to reflect on the importance of preparation for Christmas through the celebration of Advent.

Pupils thoroughly enjoy learning and play a full part in lessons. This is reflected in their attendance, which is high.

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	2
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	1
The extent to which pupils adopt healthy lifestyles	1
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching and the use of assessment are outstanding. These have been systematically improved, with positive effects on pupils' progress and support for those for whom English is an additional language. Learning is structured around explicit learning objectives and steps to success, which allows pupils many

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

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opportunities during lessons to review their own learning and consolidate skills. Lessons are characterised by a sharp pace, excellent questioning by teachers and other adults which helps to challenge and develop the pupils' thinking, and by work well matched to the needs and interests of all the pupils. This ensures that pupils with special educational needs and/or disabilities make at least good progress. Pupils of higher ability are also challenged by activities which promote more independent learning and there are signs of better-than-good progress.

Year 1 pupils developed their literacy skills and vocabulary as they described dinosaurs using 'wow' words. A variety of activities engaged their attention and ensured that they all made good progress. Year 2 pupils used a recent visit to the Tower of London to develop a strong sense of change over time, and this inspired them to write historical booklets about the Tower. Year 4 pupils used a novel by Charles Dickens to write play scripts. These are all evidence of strong improvements in writing, as pupils gained confidence in writing in different styles.

Pupils are challenged in their use and application of number during numeracy lessons; for example, Year 6 pupils identified a method for solving fractions, and more-able pupils were further challenged to solve word problems which contained fractions. However, opportunities to extend these skills into other parts of the curriculum are more limited.

Learning is fun as pupils are encouraged to participate in practical activities with multi-sensory opportunities. For example, Year 3 pupils developed their ability to write instructions after making honey dates in a lesson about ancient Egyptian culture. Each classroom has a role-play area which facilitates active learning. As one pupil said, 'At this school we learn and have fun at the same time.' A whole-school focus is having a clear impact on the pupils' enjoyment of sustained writing. Every week all pupils are engaged in extended writing, and teachers provide an excellent environment for pupils to develop high levels of concentration. This has resulted in some rapid progress in writing.

Effective collaboration with external agencies, particularly speech and language specialists and educational psychologists, ensures that care, guidance and support are outstanding. School staff also offer counselling and music therapy, which supports the needs of pupils whose circumstances make them vulnerable. This contributes to good progress made by these pupils.

The breakfast club and Jammy Dodgers, the after-school club, provide excellent care and support for those pupils that attend. They benefit from further opportunities to develop personal and social skills through team games, as well as the chance to complete homework with supervised attention. Good transition arrangements ensure that all pupils are well prepared for the next stage in their learning.

The curriculum is enriched through a wide range of visits, especially to different parts of London, and through regular visitors to the school. For example, a parent led a very animated story-telling session with Reception children, who responded with

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enthusiasm and excitement to the story, as well as learning how to use sign language. All Year 5 pupils benefit from instrumental music tuition, and they perform at a 'big band' concert for parents and carers.

Vibrant and colourful three-dimensional displays contribute to a rich learning environment. Pupils have collaborated with a visiting artist to produce stunning murals and wall displays, many of which are interactive and support learning. For example, pupils can listen to the thoughts of their peers to help explain a display on Victorian Britain, through specially designed microphones. As one parent commented, 'It is a lovely environment for children to learn in.'

Information and communication technology (ICT) is a strength within the school. All pupils have access to computers, including laptops and other mobile devices. Interactive whiteboards are used extensively around the school and audio technology is also used to support the pupils' speaking and listening skills.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Seniors leaders provide strong direction for the school, as demonstrated in the improvements in teaching and learning since the last inspection. They are given good support from the diocese and local authority. As a result they have developed effective systems for monitoring and evaluating the school, and have a good overview of its strengths and weaknesses. Governors play a full and active role in the life of the school, and ensure that all statutory duties, including those relating to safeguarding, are met.

Staff morale is high, as demonstrated by the school's strong focus on professional development and team work. This has been recognised by the school's accreditation as an Investor in People school. There is a shared sense of values and high expectations which contribute to a cohesive family environment. As one parent said, 'I feel privileged that my children attend St James'.' Relationships with parents and carers have been strengthened by the appointment of the family liaison officer who works closely to support families, particularly those whose circumstances make them vulnerable. The school has benefited from its partnership with a local college which has trained parents and carers, some of whom have now taken up posts as teaching assistants in the school and in neighbouring schools. Partnerships with the local

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authority and the diocese have also supported staff professional development, especially through opportunities to work with other schools.

The promotion of equal opportunities is integral to the school, and this is illustrated by the close care and attention given to pupils whose circumstances make them vulnerable, and the narrowing of gaps in progress between boys and girls. The school's contribution to community cohesion is good. The school has developed international links with Spain, helping to promote a better understanding of a different language and culture. Links with contrasting parts of the United Kingdom are less well developed.

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	1
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Overall, the Early Years Foundation Stage provides a satisfactory start to children's education. Provision has improved since the last inspection, as children now have more space in the outdoor area and suitable equipment and resources to support their learning. Partnerships with parents and carers have recently been strengthened and help to ensure that children settle quickly and feel happy and safe. However, it is too early to judge the impact this is having on the quality of children's learning. Children's skills and abilities are broadly typical for their age on arrival in the school, and they make satisfactory progress, so that by the time they enter Year 1 the majority have achieved the typically expected levels in the early learning goals. They are very keen to learn and respond well to adult direction. However, their skills in calculation are limited compared to those in other areas of learning, and opportunities for children to develop their understanding of number are not sufficiently frequent.

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Adults provide a secure environment and children are given sufficient challenge to engage their interests. For example, children consolidated their knowledge of sounds and letters in one activity and were challenged in using 'tricky' words in sentences. The learning was fun and engaging, and allowed them to explore early writing of letters. On another occasion, they responded with excitement as a parent performed a story for them and introduced some sign language to extend their learning further. Responsibility for leadership of the Early Years Foundation Stage is undertaken effectively by one of the school's senior leaders, who has an accurate and detailed understanding of the strengths and weaknesses of the provision and continues to drive forward improvements. Staff work well in partnership, so that planning and assessment is consistent. Given recent changes to staffing in the Reception class, it is too early for the impact of such improvements to be fully evident in provision and outcomes.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The response rate to the Ofsted survey was just below the national average. The very large majority of the parents and carers who returned the forms were very positive about the school. A small number raised concerns about different matters, including the progress of their child and how they are prepared for the future. During the inspection the team found progress to be good, and arrangements to support pupils on to the next stage of their education to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St James' Church of England School 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 62 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	74	15	24	0	0	0	0
The school keeps my child safe	44	71	17	27	0	0	0	0
The school informs me about my child's progress	33	53	23	37	4	6	0	0
My child is making enough progress at this school	26	42	27	44	4	6	1	2
The teaching is good at this school	36	58	21	34	2	3	1	2
The school helps me to support my child's learning	31	50	25	40	3	5	1	2
The school helps my child to have a healthy lifestyle	33	53	27	44	1	2	0	0
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)	22	35	30	48	3	5	1	2
The school meets my child's particular needs	28	45	26	42	2	3	2	3
The school deals effectively with unacceptable behaviour	25	40	32	52	2	3	0	0
The school takes account of my suggestions and concerns	22	35	33	53	4	6	0	0
The school is led and managed effectively	29	47	26	42	2	3	0	0
Overall, I am happy with my child's experience at this school	37	60	21	34	1	2	0	0

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



5 December 2011

Dear Pupils

Inspection of St James' C of E Primary School, Enfield EN3 7HH

Thank you so much for making us feel welcome when we visited your school recently. You told us about many of the fabulous things about your school, and how you enjoy learning because it is so much fun. We were very impressed by how much you take part in the lessons and always try to do your best. I enjoyed being shown around the school by a small group of you, who pointed out the wonderful displays and murals which you helped to create.

We would like to tell you about what we found. Yours is a good school, and it has some features which are outstanding. These were some of the strengths.

- Most of you make at least good progress and the quality of teaching is outstanding.
- You told us you feel very safe in school because teachers and other adults look after you and help you understand how to keep safe.
- You have an excellent understanding of how to keep healthy and fit, and enjoy telling your families about how the school encourages healthy eating.
- Your parents and carers think your school is good and are keen to help make it even better.

Your headteacher and the staff are also keen to make the school even better. We have asked your teachers to help you use mathematical skills more often during the day, especially so that the younger children can achieve even better. You know about the different communities living in London, but you could learn more about different religions and lifestyles in other parts of the United Kingdom. We have asked your teachers to give you more opportunities to meet or talk with children who come from places different to your area of London. You can help by suggesting some places that you would like to learn about.

We know you will continue to behave brilliantly and attend school regularly. We wish you all the best for the future.

Yours sincerely

Brian Netto
Lead inspector

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