

Latchford St James C of E Primary School

Old Road, Warrington, Cheshire, WA4 1AP

Inspection dates 22–23 January 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher provides outstanding leadership and vision and has a very accurate picture of the school's strengths and areas for development.
- She is supported well by senior leaders and governors, ensuring on-going improvements are achieved such as reducing the gaps in achievement between different groups of pupils.
- Achievement of all pupils is good overall and outstanding across Key Stage 2.
- Teaching is good and at times outstanding. Lessons are well planned and teachers use questioning well.
- Teaching assistants work very closely with teachers to ensure the needs of pupils are met and that they make good progress.
- Systems for checking on progress and the quality of teaching are robust and partnerships are used very well to support staff development.
- Art and music are strengths of the curriculum, as are enrichment opportunities such as the trip to Spain and links with a school in China.
- Behaviour is good and sometimes exemplary. Pupils say that they feel safe. Attendance has improved recently.
- Safeguarding procedures are exemplary.

It is not yet an outstanding school because

- Not enough teaching is yet outstanding and pupils do not practise their basic skills enough in other subjects.
- Pupils do not have enough opportunity to work together in groups independently of the teacher to solve problems.
- Although there are examples of high quality marking this is not consistent and pupils do not always have time to reflect and respond to comments made.

Information about this inspection

- Inspectors observed 16 lessons or part lessons, of which one was a joint observation with the headteacher.
- The inspectors listened to pupils from three different year groups read, and talked with them and other groups of pupils about their lessons and school life.
- Meetings were held with the headteacher, senior and middle leaders, members of the governing body and a representative of the local authority.
- The inspectors observed the school's work and scrutinised documents relating to pupils' progress and to the school's management, including the arrangements for safeguarding.
- Inspectors took account of the 18 responses to the online questionnaire (Parent View), results from the school's recent parents' questionnaires and questionnaires completed by staff.

Inspection team

Vanessa MacDonald, Lead inspector

Additional Inspector

Jonathon Yodaiken

Additional Inspector

Full report

Information about this school

- Latchford St James is smaller than the average-sized primary school.
- The majority of pupils are of White British heritage. The proportion of pupils from minority ethnic backgrounds, or who speak English as an additional language, is broadly average.
- The proportion of pupils known to be eligible for the pupil premium is above the national average.
- The proportion of pupils supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils who join or leave the school other than in to Nursery or at the end of Year 6 is higher than average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher is involved in leadership development through the local authority and other programmes.
- Since the last inspection the school appointed a deputy headteacher who has now moved to take up a new post. There are currently three assistant headteachers, two of whom are part-time, who form the senior leadership team.

What does the school need to do to improve further?

- Increase the proportion of teaching that is outstanding by:
 - providing pupils with more opportunities to practise their basic skills in other subjects
 - ensuring that all marking consistently provides pupils with clear guidance on how to improve and that they have enough opportunity to respond to this
 - providing pupils with more opportunities to work collaboratively and independently of the teacher to solve problems.

Inspection judgements

The achievement of pupils

is good

- Pupils achieve well. Most children start the Early Years Foundation Stage with skills which are significantly below those expected for their age in all areas. They settle well to routines in the welcoming environment. The good balance of adult-led and child-chosen activities helps them to make good progress so that they start Year 1 with skills which are below average overall but well below average in communication and language.
- Pupils continue to make good progress through Key Stage 1 and usually reach standards which are broadly average overall. By the end of Key Stage 2 standards are above, and sometimes significantly above, national averages. Pupils make outstanding progress across Key Stage 2 in reading, writing and mathematics. In 2012, all Year 6 pupils made at least the progress expected of them and many exceeded this.
- The focus on the teaching of reading and writing skills has improved pupils' attainment. Pupils of all ages enjoy reading and use their well-taught knowledge of the sounds that letters make, to read with increasing fluency and understanding. Additional support with developing these skills and regular opportunities to read, enable pupils to make good, and sometimes better, progress in reading.
- Achievement in writing has improved and matches that of reading and mathematics for most year groups. Teachers promote pupils' development of skills through offering them opportunities to share and talk-through their ideas before writing them down. Standards of presentation in Year 2 are very high and pupils take great pride in their work, aiming for the prize of a pen to write with.
- Early identification of and well-planned, flexible support to meet individuals' needs mean that pupils who join the school partway through their education and those who speak English as an additional language or who have special educational needs make good, and sometimes outstanding, progress.
- Pupils supported through the pupil premium also make good progress and there is very little difference in achievement between them and other pupils. The attainment of some such pupils is higher than that of other pupils. This is because the range of additional support provided ensures that they make measurable gains from an early age. For example, the number of pupils identified at risk of delay in speech and language has decreased, and pupils accessing a mathematics support programme at Key Stage 1 made very rapid progress in their skills.
- The school pays very close attention to the progress and well-being of every child and, as a result, there are very few differences between the achievement of different groups of pupils, showing the effectiveness with which the school promotes equality of opportunity.

The quality of teaching

is good

- Most teachers make clear what pupils are to learn, and lessons run smoothly. There are excellent relationships between staff and pupils which promote pupils' very positive attitudes to learning.
- Teachers ensure that pupils of different ability know what they are expected to do and to achieve during their lessons. This ensures that they usually make at least good progress in all subjects.
- In the Early Years Foundation Stage children are taught to be independent as they select and use a wide range of resources to support their learning. For example, one child in Nursery chose to create icebergs in the water, watching with interest what happened to them, and others in Reception explored words related to snow and ice.
- There are outstanding elements to teaching at the end of Key Stage 1 and in some classes in Key Stage 2. For example, in a Year 6 lesson pupils were highly engaged in teams, planning and designing a package to successfully send an egg through the post. This enabled them to work both collaboratively and independently, successfully applying their literacy, numeracy and

scientific skills in this context.

- However, in some other lessons pupils do not have sufficient opportunity to work collaboratively. Work in books also shows that there are few opportunities for pupils to write in other subjects. Mathematical skills are well taught but opportunities are limited for pupils to apply these in problem-solving activities both in mathematics and other subjects.
- Teachers successfully promote, through skilful questioning, opportunities for pupils to think their answers through and to explain their understanding. This contributes well to developing their speaking and listening skills from a very early age.
- Teaching assistants work seamlessly in partnership with teachers to support pupils both in class and through individual and small group work. This leads to all groups of pupils making similarly good progress.
- Pupils have clear targets to aim for in reading, writing and mathematics. Marking is regular and there are examples where pupils are given very clear and useful guidance on how to improve their work, have the opportunity to comment on their own work and take time to reflect on and learn from what teachers have to say. However, this is not consistent across the school.

The behaviour and safety of pupils are good

- The typically good and sometimes exemplary behaviour of pupils contributes to the welcoming, calm and very positive atmosphere which is evident throughout school.
- In some lessons behaviour was exemplary with pupils being very keen to learn. When lessons do not maintain pupils' interest some pupils begin to get distracted and restless.
- Pupils enjoy school and say that staff are kind, helpful and help them in their work, so they make good progress.
- Pupils consider that overall behaviour is good although they say that sometimes it is not as good as it might be, usually at play or lunchtimes. They are clear about the expectations of their behaviour and what happens when these are not followed.
- Pupils feel safe and have a good understanding of what bullying is, including cyber-bullying. The school council was involved in reviewing the anti-bullying policy. Pupils are clear that any incidents or problems will be dealt with quickly and sensitively by staff, and thorough records show this to be the case. Parents agree with their children's views on behaviour and safety.
- Attendance has improved and is now at average levels. This is in response to the school's actions, such as the appointment of a family support worker and closer monitoring of pupils who have higher levels of absence.

The leadership and management are good

- The headteacher works tirelessly to improve all aspects of the school and has a very accurate picture of the school's strengths and also areas for development. Her vision has created a school which ensures that pupils are cared for extremely well and educated to a good standard.
 - She is well supported by members of the newly created senior leadership team, who are involved in checking on the quality of teaching and identifying priorities for action, further developing their leadership skills. There is excellent teamwork and high morale across all staff.
 - Termly reviews of pupils' achievement give a clear picture of how well each pupil is doing. This, alongside the other regular procedures for checking on the quality of teaching, effectively measures how well staff are meeting their various areas of responsibility.
 - Performance management is robust and staff are set clearly defined targets. These are regularly checked and are linked directly to pay awards.
 - Very strong partnerships with other schools and agencies support the good outcomes for pupils and the on-going development of staff. The headteacher ensures not only the successful
-

development of her own staff but also that of aspiring and new headteachers.

- The curriculum is well planned and enables pupils to benefit from a good balance of experiences. It ensures pupils acquire good literacy and mathematical skills but provides only limited opportunities for them to apply these in a range of different contexts. The curriculum is particularly successful in promoting pupils' strong spiritual, moral, social and cultural development.
- The local authority provides light touch support through visits and training opportunities for this good school.

■ **The governance of the school:**

- Governors are very well informed and have a clear picture of what is happening in school. They are meticulous in ensuring that all statutory requirements are met including procedures to secure safeguarding, which are exemplary. They analyse data thoroughly, have a good understanding of how well the school is performing and which areas are a focus for improvement. Governors keep themselves up-to-date with any changes. They have a good understanding of the quality of teaching and how teachers' targets and any pay awards are related to this. All finances, including the pupil premium, are carefully checked to make sure they are wisely spent and help to improve the outcomes for pupils.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	132247
Local authority	Warrington
Inspection number	403646

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Brenda Hynes
Headteacher	Jacqueline Wightman
Date of previous school inspection	4 October 2007
Telephone number	01925 634967
Fax number	01925 231707
Email address	latchford_primary@warrington.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

