

St James CofE Primary School, Daisy Hill

Hindley Road, Daisy Hill, Westhoughton, Bolton, Lancashire, BL5 2JU

Inspection dates 26–27 November 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.

- Pupils' achievement is good. From their different starting points pupils make good progress, especially in reading and writing, during their time in this friendly, caring school.
- The quality of care and additional support provided by teachers and teaching assistants enables groups of pupils, including disabled pupils and those with special educational needs, as well as those supported by pupil-premium funding, to make good progress.
- The quality of teaching is good overall. Pupils show high levels of enjoyment and are keen to take part in all activities.
- Behaviour in lessons and around school is good. Pupils feel safe and well cared for. They have confidence in staff to help them resolve any problems they may have.
- Attendance has improved year on year and is now above average.
- The headteacher and senior leaders lead the school well and have clear priorities for further school improvement.
- The governing body is well led and provides a good level of challenge and support for the school. Governors are fully involved in the continuous drive for improvement.

It is not yet an outstanding school because

- Although teaching is good, not enough is outstanding. Teachers have too few opportunities to observe outstanding teaching and share best practice.
- Not enough pupils are reaching the highest levels because the work set is not always hard enough.
- Information and communication technology (ICT) is not used widely across the school.
- The teaching of mathematics is not as imaginative as that of other subjects.
- The quality of marking in topic work does not match that seen in mathematics and English.

Information about this inspection

- Inspectors visited 14 lessons or parts of lessons, two of which were observed jointly with the headteacher or deputy headteacher. Inspectors looked at a range of pupils' work and heard a number of pupils from Year 1 and Year 6 read.
- Meetings took place with the headteacher, senior leaders, staff, groups of pupils, members of the governing body and the local authority link adviser.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress, and records relating to pupils' behaviour, attendance and safeguarding.
- Inspectors took into account 59 responses to the online questionnaire (Parent View) and met informally with a small group of parents. Inspectors also took into account responses to the school's own survey of parents' views. The views of staff and pupils were also considered.

Inspection team

Christine Millett, Lead inspector

Additional Inspector

Doug Scholes

Additional Inspector

Elaine Maloney

Additional Inspector

Full report

Information about this school

- St James is larger than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil-premium funding is below the national average. (The pupil premium is additional funding for those pupils known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.)
- The proportion of pupils supported through school action is below the national average as is the proportion of pupils supported through school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- At the time of the previous inspection the headteacher was one of two co-headteachers. She became the sole headteacher in January 2013. A new deputy headteacher took up post in April 2013.
- A breakfast and after-school club are held daily.

What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding by:
 - ensuring that teachers have the opportunity to develop different ways of teaching mathematics
 - raising teachers' expectations of what pupils can achieve in lessons
 - increasing the levels of challenge for all pupils, particularly the most able
 - providing opportunities for staff to share the best practice that already exists in school, and increasing opportunities to observe best practice in other schools
 - encouraging extending the highly effective marking seen in English and mathematics to other subjects
 - giving pupils more opportunities to use different forms of ICT in all lessons.

Inspection judgements

The achievement of pupils is good

- From their individual starting points, pupils make good progress during their time in school.
- Most children start school with overall skills and knowledge broadly as expected for their age, but their skills in literacy, personal, social and emotional development and understanding the world are below expectations. They make good progress so that on entry to Year 1 they have started to catch up.
- Pupils make good progress in Key Stage 1. In one Year 2 class, for example, pupils made good progress in writing the time using a 24-hour clock. In Year 1, pupils used powerful adjectives to describe a monster. The results of the 2013 Year 1 national reading check are well above the national averages.
- Reading is well taught and pupils develop an enjoyment of reading and love of books. By Year 6 pupils read fluently and with expression and are able to discuss their favourite books and authors. They are able to work out unfamiliar words using a range of skills they have been taught lower down the school.
- By the end of Year 2, the proportion of pupils reaching expected standards in reading, writing and mathematics is usually above the national averages. There is no gap in these subjects between the attainment of all pupils and that of pupils eligible for pupil-premium funding.
- Pupils make good progress and achieve well in Key Stage 2. The proportion of pupils making expected, or better than expected progress, in English and mathematics is generally better than national averages.
- After a dip in Year 6 mathematics results in 2013, current school data and work in pupils' books show that the pupils in other year groups are achieving well. Current Year 6 pupils are making good progress and are on track to reach at least national standards in mathematics and English.
- Well supported by teaching assistants, disabled pupils and those who have special educational needs make the same levels of progress as their classmates. For the same reason, pupils eligible for pupil-premium funding also achieve well, particularly in English. The gap between eligible and non-eligible pupils has closed in English and is closing in mathematics. This demonstrates the school's successful promotion of equality of opportunity.

The quality of teaching is good

- Teaching across the school is usually good and occasionally outstanding.
- Pupils enjoy their learning and talk of how, 'teachers try to make everything more interesting'. Their handwriting and presentation of their work is exemplary.
- Teachers make pupils aware of what they are going to learn in lessons and give them reminders about what should be included in their work. However, sometimes teachers' expectations of what pupils are capable of achieving in a lesson are too low and the work set is not sufficiently challenging, especially for the most able.
- Overall, during the inspection, the best teaching was seen in English lessons. In these lessons teachers were much more confident than in the teaching of mathematics, where pupils' progress tends to be slower. The pace of learning was more rapid and the range of activities more varied. There was a higher level of challenge for all pupils.
- This was evident in a Year 5 English lesson where groups of pupils were studying different aspects of '*The Lion, the Witch and the Wardrobe*'. The task was demanding but pupils rose to the challenge and produced work of a very high standard.
- Teachers and teaching assistants work well together, creating a sense of teamwork in classrooms. Teaching assistants make a valuable contribution to pupils' learning. They are used well and play an important part in lessons, whether working with groups of pupils or with individuals.

- Pupils show a willingness to join in lessons as they are confident that their views and opinions are valued by adults and classmates alike. Discussion in small groups or pairs is well established.
- The marking of pupils' work in mathematics and English is of the highest quality. It is regular and informative, and 'read and respond' time allows pupils to follow up teachers' comments and correct their work. Pupils also have opportunities to review their own work and that of their neighbours. However, the marking seen in other subjects is not as thorough and gives pupils very little guidance on how to improve their work.
- The use of ICT is limited. An electronic whiteboard is constantly in use in the Early Years Foundation Stage by children and teachers. In other parts of the school it is mainly the teachers who use them. Pupils say they only 'sometimes' go in the computer suite. This has a negative impact on the development of pupils' ICT skills.
- Children in the Early Years Foundation Stage have a good introduction to school and, as a result of good teaching, are well-prepared for Year 1. Their classroom and outdoor areas are well organised and include a stimulating range of activities. For example, children were excited to see bird feeders they had made hanging in the trees, and could name several birds.

The behaviour and safety of pupils are good

- The school environment is clean, warm and welcoming. Displays of pupils' well-executed and attractively presented work abound. Pupils are proud of their school and wear their uniform with pride. Attendance is above average.
- Pupils are polite and keen to talk to visitors about their work and the 'great trips' they go on. Movement around school is well organised and pupils follow well-established routines.
- Pupils are respectful of each other's views and, as a result, they cooperate well with each other and listen carefully to what each has to say. They are appreciative of each other's efforts and give spontaneous rounds of applause to celebrate classmates' achievements. The school's good provision for pupils' spiritual, moral, social and cultural development is an important influence upon their good behaviour and caring attitudes.
- Pupils say that behaviour is good although they do speak of a very small number of pupils who are, 'still learning how to behave'. Pupils are aware of the different forms that bullying can take through events such as anti-bullying week. They have the utmost confidence in staff to look after them and help them resolve any problems they may have, quickly and fairly.
- Pupils have a good understanding of how to stay safe and look after themselves and others. They know about the potential dangers of the internet and social media. They say that they learn about being safe in lessons, assemblies and from visitors from the emergency services.
- Pupils have many opportunities to contribute to school life: as a member of the school council, the Eco committee, or a playtime buddy. All classes organise their own fundraising event in support of their chosen charity. The oldest pupils are excellent role models for the younger ones. Children in the Early Years Foundation Stage begin to take on responsibilities by joining in with tidying up.

The leadership and management are good

- The headteacher, well supported by the deputy headteacher and other senior leaders, provides good leadership for the school. Together they have accurately identified areas for improvement leading to several changes. These include the highly effective, and rigorously followed, marking policy and the creation of a very attractive learning environment for all pupils. The school knows itself well and is capable of continuing to make improvements.
- Good use of the pupil-premium funding ensures that the teaching of eligible pupils leads to good progress. The funding has been used to enhance the curriculum and to provide additional teaching assistant support, staff training and resources.
- Senior teachers regularly check the quality of teaching and pupils' learning, and teachers are

held responsible for the improvement and success of their pupils. The linking of staff's performance-management targets to opportunities for further training helps them to continue to develop their skills.

- The checking of the quality of teaching has led to improvements. However, not all teachers have had the opportunity to share or observe lessons where best practice is taking place.
- The range of subjects is wide and varied, promoting not only English and mathematics but other useful skills such as financial awareness, knowledge of a foreign language and an appreciation of singing and music, although pupils have too few opportunities to use ICT.
- Visits and visitors support class topics and bring learning to life. For example, the Year 3 classes visited the town museum to view Egyptian artefacts. Activities such as these, alongside very close links with the church, strengthen pupils' spiritual, moral, social and cultural development.
- The new primary school sport funding is being used to employ sports coaches in gymnastics and dance who work alongside staff to increase their subject knowledge. The number and range of after-school clubs has also increased. This is having a positive effect upon pupils' physical well-being.
- The local authority provides effective support, particularly to the headteacher and to improve the quality of teaching.
- Overall, parents are happy with the school. Most say their children are happy, safe, well-looked after and making good progress.

■ **The governance of the school:**

- The governing body is fully involved in school life. Consequently, governors have a good understanding of the strengths and weaknesses of the school. They know how the school's performance compares to that of similar schools nationally and challenge the headteacher and staff when they feel something could be improved. Governors attend regular training, are proud of their school and want the very best education for the pupils. They are involved in the performance management of the headteacher and receive reports on teachers' performance in relation to the national standards for teachers. Governors carefully consider the use of the pupil-premium funding and closely monitor the impact of how it is spent. Governors are also fully aware of the plans for the use of additional sports funding and will monitor its impact. Governors fulfil their statutory duties relating to safeguarding and finance, and manage the school's resources well.

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	105209
Local authority	Bolton
Inspection number	427354

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	382
Appropriate authority	The governing body
Chair	Tricia Keane
Headteacher	Sarah Navin
Date of previous school inspection	14 June 2011
Telephone number	01942 634688
Fax number	01942 634689
Email address	office@st-james-daisy-hill.bolton.sch.uk

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