

Crigglestone St James Church of England Primary Academy

St James Way, Wakefield, West Yorkshire, WF4 3HY

Inspection dates 15–16 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	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 and senior leaders have acted with determination to successfully bring about rapid improvement since the previous inspection. Pupils' progress and the quality and monitoring of teaching have improved significantly.
- Children in the Early Years Foundation Stage make good progress and are very well prepared for their next stage in learning.
- Pupils make at least good progress in Key Stage 1. Standards at the end of Year 2 are above average in writing, mathematics and reading.
- Key Stage 2 pupils make good and better progress. Standards at the end of Year 6 have risen to well above average.
- Achievement in mathematics is outstanding; a quarter of the pupils in Year 6 reached Level 6, a standard well above that expected for their age.
- Teaching is typically good with some that is outstanding. Learning activities are carefully planned which enthuse and motivate pupils to do well.
- Pupils' behaviour and their attitudes to learning are good. Pupils are happy, feel safe and wear their uniform with pride. They enjoy many and varied opportunities to hold positions of responsibility within the school.
- Governors have a clear vision of how good the school can be. They have a good understanding of the school's performance, including the quality of teaching.
- Christian values underpin the outstanding range of spiritual, moral, social and cultural activities that support pupils' development and prepare them for life in Britain today.

It is not yet an outstanding school because

- The outstanding teaching that exists in the school is not shared widely enough.
- Pupils do not always precisely know how to improve their work so that they can learn from their mistakes.
- Middle leaders, some new to their role, are still developing their skills to check and improve the quality of teaching and learning in the areas for which they are responsible.

Information about this inspection

- Inspectors observed 18 lessons or part lessons, including three joint observations with the headteacher and the head of school. They reviewed pupils’ work books jointly with the head of school. Inspectors observed the teaching of reading, listened to pupils read in Years 1 and 2, and discussed opportunities to read with Year 3 and 5 pupils.
- Inspectors held discussions with the headteacher and the head of school, middle leaders, members of the governing body and a representative of the local authority. They held formal discussions with pupils from Years 3 and 5 and informally talked to many pupils.
- Seventy-four responses to the online questionnaire (Parent View) were considered, as well as three telephone conversations and two letters from parents. The views of 30 members of school staff, expressed through the optional questionnaire, were evaluated.
- Inspectors observed pupils’ behaviour around the school and in the playground. They talked to a number of parents informally to obtain a picture of their view of the school.
- Inspectors reviewed the documents related to the school’s view of its performance and development plan, the minutes of the governing body meetings, performance management records and reports from external agencies.
- Inspectors scrutinised documents relating to safeguarding, behaviour, attendance and the standards pupils have achieved over time and those for this year.

Inspection team

Fiona Dixon, Lead inspector

Additional Inspector

Pamela Hemphill

Additional Inspector

Melvyn Hemmings

Additional Inspector

Full report

Information about this school

- Crigglestone St James Church of England Primary Academy is larger than the average-sized primary school.
- Most pupils are from a White British background. A small proportion of pupils are from minority ethnic backgrounds.
- The proportion of pupils supported by school action is below average as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of pupils who are eligible for support through the pupil premium is well below average. The pupil premium is additional funding allocated to the school for pupils known to be eligible for free school meals and those looked after by the local authority.
- Since the previous inspection, there have been considerable staff changes.
- At the time of the inspection, pupils in Year 6 and most of Year 4 were on a residential trip.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school is an 'Open Futures Flagship School' and holds the full 'International School Award'.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding by:
 - sharing the outstanding teaching which exists in the school more widely so that all teachers can further improve their skills to increase pupils' achievement
 - making sure that teachers' marking is very precise so pupils know exactly what they need to do to improve their work and learn from their mistakes.
- Further strengthen leadership and management by developing the skills of middle leaders so that they can play a greater role in improving the quality of teaching and learning in the areas for which they are responsible.

Inspection judgements

The achievement of pupils is good

- Children join school in Early Years Foundation Stage with skills and knowledge that are generally typical for their age. Children develop at a good pace and are very well prepared for entry to Year 1.
- Pupils' progress in Key Stage 1 and 2 has significantly improved since the previous inspection and, from their individual starting points pupils throughout the school now make good or better progress.
- Pupils in Key Stage 1 make at least good progress. In the 2014 national phonics (letters and the sounds they make) screening check, pupils' achievement was higher than the national average. By the end of Year 2, standards are above average in reading, writing and mathematics.
- Good or better progress continues in Key Stage 2. Observations of pupils' learning, scrutiny of pupils' work and consideration of school data confirms that an above average proportion of pupils now make more than expected progress. In the national tests at the end of Year 6, the proportion of pupils who attained the higher Level 5 in mathematics, reading, writing and English grammar, punctuation and spelling was above average.
- The most able pupils are given demanding work that 'stretches' them so that they achieve well particularly in mathematics, with a quarter of pupils' attaining the highest Level 6. Some also attain Level 6 in writing and English grammar, punctuation and spelling.
- The small number of pupils' supported through the pupil premium funding, including those who are known to be eligible for free school meals, make good progress. In 2014, there was no gap in attainment between this group and their classmates in reading or English grammar, punctuation and spelling. The attainment gap in mathematics has narrowed to two terms and to a year in writing.
- Disabled pupils and those who have special educational needs all make good progress from their individual starting points, especially in reading and mathematics. This is because they receive precisely tailored support and teaching that helps them to learn well.
- Extra guidance and effective support for individual pupils ensure there is little difference in the progress made by boys, girls, the few pupils from minority ethnic groups or those of different abilities. This shows the school is tackling all discrimination and successfully promotes equality of opportunity for all.

The quality of teaching is good

- Teaching is typically good across the school, with some that is outstanding, especially in Key Stage 2. This was confirmed through the work seen in pupils' books, the progress that pupils make and the school's own records of the quality of teaching.
- Children learn well in Early Years Foundation Stage because teachers plan a range of stimulating learning activities based around a topic. Children have a wide range of opportunities both in the classroom and outdoors to work alone, with other children or with an adult to develop their skills and knowledge. For example, children were excited by their topic on the seaside and were observed retelling a story in a puppet show, while others cooperatively developed a role play by taking orders, expecting payment and giving out change in the 'Ice Cream Parlour'.
- Throughout the school, learning activities build on pupils' interests well. This increases pupils' progress and the opportunities for them to effectively use and improve their literacy, numeracy and communication skills across a wide range of subjects. In Year 5, for example, pupils have researched the production of clothing in Asia. They used their new knowledge to write letters persuasively expressing their concerns over factory working conditions, and created databases to explore production costs and profits. Pupils were absorbed in their learning when they explored, through drama, the emotional impact of a factory fire on workers and their families.
- Pupils have plenty of opportunities to discuss their ideas and increase their skills. During a Years

3 and 4 English activity, for example, pupils' worked effectively in small groups showing good listening and concentration skills, and built up an imaginative, structured picture of a day on a desert island. This enabled all groups of pupils to confidently write a diary entry.

- A pupil, when asked if work is challenging, said that their teacher regularly says, 'I know what you are made of'. All teachers expect pupils to work hard and give them work that is challenging. Typically, good use is made of information about what pupils know and can do so that learning is extended in each lesson. This is particularly evident in mathematics where pupils are set tasks that make them apply their skills at the highest level they are able to attain. This was seen in Year 3 where pupils were learning about coordinates. All groups of pupils worked carefully on finding the treasure on a map, all the different activities were challenging and so pupils' progress was consistently good.
- Occasionally, pupils are unsure of what they are doing. However, because teachers and teaching assistants regularly check how well pupils are learning during lessons, and then use these checks to adjust the activity, this ensures all pupils make enough progress. Very occasionally, they give the answers to questions themselves, too readily.
- Pupils take pride in the presentation of their work. Teachers' marking is regular and often thorough. Not all marking precisely tells pupils what they need to do to improve their work further, so they can learn from their mistakes.
- Pupils enjoy the daily opportunities to read, and they develop a love of reading. The comfy book corners in every room, the wide range of fiction and non-fiction texts available to support each topic, and the opportunity to share their favourite books with a buddy are appreciated by the pupils, as a pupil said, 'The school has the kinds of books I like.'

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Pupils are eager to learn and do well. Occasionally, especially if they are unsure of what they are doing, the enthusiasm of a few of pupils drops and they require support and encouragement to continue to make good progress.
- Pupils are always polite and well mannered towards each other and adults. Pupils keep the school neat and tidy with well developed 'tidy up' routines and they wear their uniform with pride.
- Pupils' behaviour out of the classroom is exemplary. Pupils move around the school with purpose, and in the playground all ages play well together. The play leaders lead an impressive range of activities so that every child can enjoy their free time. Pupils' response to the end of play bell is immediate and they are ready for learning when they re-enter school.
- The school council, collective worship committee, play leaders and house captains ensure that many pupils have the opportunity to hold positions of responsibility, and have an opportunity to have the voice of 'the pupil' heard. Pupils have recently initiated the creation of the wildlife area and the cycling track.
- Pupils have a clear understanding of the different forms that bullying can take, including name-calling, cyber and racist bullying. They all say that incidents are rare and all are confident that if there was a problem it would be dealt with quickly. All pupils say that they feel safe and say they like coming to school.
- The school's work to keep pupils safe and secure is outstanding.
- Parents overwhelmingly agree that their children are safe, well cared for and happy. As a parent said, 'Just watch the rush to get into school in the morning'.
- Attendance is above average and punctuality is excellent.

The leadership and management are good

- Senior leaders go above and beyond in supporting children' say the governors of the school. This is reflected in senior leaders' unrelenting and successful determination to bring about rapid improvement since the previous inspection.
- Leaders' evaluation of the school's performance is accurate. They have correctly identified the key priorities for further development. Plans are precise, regularly checked and they clearly show what improvements have taken place and what is still required to move the school forward.
- Procedures for improving and monitoring the quality of teaching have improved. They are systematic and thorough ensuring that teaching is at least good.
- Pupils' progress is now more regularly and accurately assessed, and this improvement has had a rapid impact on ensuring that pupils make good or better progress. Teachers are held to account for the progress that pupils make, and this is linked to the rigorous performance management of staff, including decisions about salary increases.
- The headteacher and head of school have effectively managed considerable staff changes in the school. Current school staff, including governors, share a vision of how good the school can be and morale is high.
- Middle leaders, some new to their role, are highly motivated and are well supported to help bring about further improvements in their subject areas. Middle leaders are currently developing and refining their skills to check and improve the quality of teaching and learning in their area, including the sharing of exemplary teaching.
- The 'enquiry approach' curriculum is rich and often reflects the interests of pupils. Regular visitors, trips and the opportunity to 'grow it, cook it, film it and ask it' in every topic brings learning to life and fully engages pupils.
- Spiritual, moral, social and cultural learning is an outstanding feature of this Christian school. Pupils are well prepared for life in modern Britain through activities that pervade every area of school life. All pupils take part in school performances, actively work to support local, national and international charities, share learning opportunities and exchange work with pupils in Japan and China and enjoy themed weeks, such as 'international cafe week'.
- The school is using the primary school sports funding successfully to increase the opportunities for, and participation in lunchtime, after-school sports activities and competitive sports. This is having a positive impact on pupils' lifestyles and physical well-being.
- The school has purchased support from the local authority, especially in checking the quality and monitoring of teaching and the development of governance and middle leaders. Since the previous inspection, the school has made rapid improvements in these areas.
- **The governance of the school:**
 - The governing body has seen considerable changes in the past year. Following the previous inspection, the governors have taken part in an external review and now have greater confidence and clarity in fulfilling all aspects of their role. Governors are dedicated to the school and have a clear vision of how good the school can be, and their role in continuing to drive future improvements. Governors are knowledgeable about the quality of teaching in the school and the new Standards Committee have a clear understanding of school data about pupils' progress. Governors are developing their skills to both monitor and challenge the headteacher with regard to pupils' performance and provision and this is reflected in the questions that are recording in minutes of governing body meetings.
 - Governors are aware of the pupil premium and primary sports funding. They know how this funding is used to support pupils and the impact that these funds have on pupils' academic, social and physical learning. Governors ensure that performance management for the headteacher and teachers is rigorous and that there is good management of financial resources. Governors ensure that safeguarding arrangements meet statutory requirements.

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	138293
Local authority	Wakefield
Inspection number	446493

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	314
Appropriate authority	The governing body
Chair	K Barker
Headteacher	Colleen Gibson
Date of previous school inspection	30 April 2013
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