

St James' Voluntary CofE Primary School

Chadwick Street, Glossop, Derbyshire SK13 8EF

Inspection dates 30 November – 1 December 2015

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Senior leaders and governors work together highly effectively. This partnership has helped to ensure that teaching and pupils' achievement have greatly improved since the previous inspection.
- The quality of teaching, including in the early years, is good. Teachers and teaching assistants regularly and accurately monitor and assess how well pupils are performing.
- Disabled pupils and those with special educational needs are well cared for. As a result they make good progress and attain well.
- Pupils benefit from a well-planned curriculum which interests and engages them, and supports their good progress.
- Pupils are very conscientious in their learning. They attend school regularly and are highly respectful towards staff, each other and visitors.
- The school's work to promote British values is good. Pupils have a well-developed understanding of their rights and responsibilities.
- Pupils' spiritual, moral, social and cultural development is promoted exceptionally well.
- In 2015 the vast majority of pupils, including those eligible for support through the pupil premium, made good progress in all subjects throughout the school.
- By the end of Year 6 in 2015 pupils' attainment in reading, writing and mathematics was above average.
- Pupils' overall attainment by the end of Key Stage 1 has improved over the last three years.
- Parents are highly positive in their views of the school, and are happy that their children are safe and well looked after.
- Early years provision for children in the Nursery and Reception classes is good. As a result children make good progress and achieve well.

It is not yet an outstanding school because

- Teachers in Key Stage 1 do not always provide work that challenges pupils to give of their very best in reading and writing. Pupils do not always respond to teachers' comments, or improve their work as a result of them.
- Subject leaders responsible for subjects other than English and mathematics do not have a clearly defined role in raising standards in their specialist areas.

Full report

- Improve the quality of teaching so that it is outstanding and in so doing raise pupils' achievement across the school by:
 - ensuring that pupils in Key Stage 1 are consistently challenged to achieve to the very best of their ability in reading and writing
 - making sure that across the school pupils' work improves in response to the feedback given by teachers.
- Improve the quality of leadership and management by:
 - ensuring that subject leaders have their roles and responsibilities clearly defined, in keeping with those for the leaders of English and mathematics, enabling them to raise standards in their subjects, and in others.

Inspection judgements

Effectiveness of leadership and management is good

- The leadership and management team and the governing body have tackled the areas for improvement from the previous inspection head-on. Highly effective training, good systems for monitoring the quality of teaching, and regular meetings to check pupils' progress, have all helped to ensure that both the quality of teaching and pupils' achievement are now good.
- Inspection evidence, including discussions with pupils and parents, school data and work in pupils' books, indicates that pupils, and children in the early years, make good progress in reading, writing and mathematics across the school.
- However, subject leaders other than those for English and mathematics do not have clearly defined roles and responsibilities. As a result, they are not making as strong a contribution to raising standards in their own subjects and in others as they could.
- Senior leaders are fully aware that pupils' attainment could be better in Key Stage 1, especially in reading and writing. They have made significant improvements through training and support which are helping to accelerate the performance of pupils in Years 1 and 2.
- Senior leaders ensure that efficient systems are in place to check the quality of teaching. Teachers are set challenging targets which are shared with governors, and closely linked to the school's priorities as identified in its development plans. Teachers benefit from focused professional development and training to ensure that they reach their targets.
- School leaders' work to raise standards for disadvantaged pupils is very effective, and regularly reported to governors. The support provided has helped to ensure that these pupils make the same good progress across the school as their peers. Pupil premium funding is also used to ensure that pupils can fully participate in all aspect of school life, including educational visits and sporting activities.
- Pupils benefit from an imaginative and creative curriculum, which is effective in developing their reading, writing and mathematical skills. It captures their imagination in subjects such as the Second World War and the Tudor period, and includes many opportunities to visit and learn about various places of interest.
- The school's work to develop pupils' spiritual, moral, social and cultural development is highly effective. Pupils learn about the main world religions, and celebrate various Christian, Muslim, Jewish and Hindu festivals. Pupils raise money for several charities, and have developed links with schools in different parts of the world, including Tanzania. Pupils learn Spanish and German in Years 3 and 4 and French in Years 5 and 6. They enjoy playing various brass and string instruments, and participating in different visual and performing arts activities.
- The school has a highly effective policy which sets out its approach to promoting British values. As a result of this, pupils have an excellent understanding in this area. They understand how to abide by democratic principles and the rule of law, and recently participated in a poster competition exploring what it means to be British. They have a good understanding of the culturally diverse nature of British society.
- The school has strong and well-established links with parents, the church and the wider community. Parents are highly appreciative of the work the school does to ensure that their children develop well academically and socially. They are well informed and are of the view that their children are safe and well looked after.
- The school's work to promote equality of opportunity, challenge discrimination and foster good relations is highly effective. This is demonstrated in the immediate action the school takes to address any differences between the performance of pupils from different groups, and in steps taken to ensure that the curriculum is of equal interest to all pupils.
- The primary school sports funding is well spent to promote inter-school sports competition. It supports a wide range of after-school activities, including lacrosse, dance and gymnastics. Funding has also been used to create an outside climbing wall, and for markings on the playground for football and netball.
- The relationship between the school and the local authority is effective. Most recently support has been provided to improve the quality of leadership and management, and improve pupils' performance in mathematics.
- **The governance of the school**
 - The quality of governance is good and has improved since the previous inspection. Governors hold senior leaders to account and have a well-informed view of how well the school is performing. They fully understand achievement data and assessment information, and know exactly how well pupils are

performing in relation to other pupils nationally.

- Governors know that the quality of teaching is good because they regularly come into school to find out for themselves. They spend time in classes talking to pupils about their work and looking at teachers' marking. Governors are prepared to reward teachers for their hard work when they meet their performance targets.
 - Governors know that the support through the pupil premium is helping disadvantaged pupils catch up to their peers. They are fully aware that targeted small-group teaching activities, for example, are helping to accelerate eligible pupils' progress across both Key Stages 1 and 2.
 - Governors are not complacent. They know that there is room for further school improvements, including raising pupils' attainment in reading and writing in Key Stage 1.
- The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is good

- The quality of teaching, learning and assessment, including in the early years, is good. Teachers' practice, especially in mathematics, has improved since the previous inspection. Teachers and teaching assistants are well trained. They regularly monitor how pupils are performing, and ensure that pupils find learning interesting and engaging.
- Most teachers encourage pupils to read in class and extend their vocabulary whenever possible. This was exemplified in a lower Key Stage 2 class where pupils were learning about the Tudors. Reading from a large format book, pupils were challenged to take turns to read a difficult text about various Tudors, including Henry V111 and Queen Elizabeth 1. The teacher extended pupils' vocabulary by getting them to sound out and read words such as 'circumnavigation'. By the end of the activity several pupils confidently explained that 'Frances Drake circumnavigated the world'.
- Teachers develop pupils' writing skills well, especially in Key Stage 2. This was evidenced in pupils' use of a range of different writing styles in their Best Writing Books and in the good opportunities they have to develop their writing skills in various topics linked to the Second World War. For instance in upper Key Stage 2 pupils wrote sensitive and emotive postcards from the point of view of a child evacuee.
- Mathematics teaching is good. Teachers regularly plan activities which ensure that pupils fully understand the importance of having good mathematical skills and knowledge in everyday life. Teachers routinely plan activities which, for example, provide opportunities for pupils to apply their mathematical skills to measuring ingredients, understanding and applying data, and solving problems.
- Teachers' good subject knowledge and careful use of language supports pupils in making good progress. This was evident in a phonics class in Key Stage 1 where pupils made good progress in learning to read and write words with the 'ee' sound, and in a lower Key Stage 2 class where pupils were asked to define the word 'glossary', and decide whether their definition was an adjective or not.
- The quality of teachers' marking has improved since the previous inspection. Senior leaders ensure that all teachers take a consistent approach to marking pupils' work, and that marking takes place regularly. Grammar, punctuation and spelling errors are always corrected in all subjects, work is presented to a high standard and pupils are very proud of their achievements.
- Pupils learn in inviting and stimulating classrooms which celebrate their work and encourage them to take responsibility for their own learning. In mathematics and English pupils are usually provided with activities which have different levels of challenge. When this is the case, teachers ensure that pupils make the right choices and choose work at the appropriate level of difficulty.
- Teachers and teaching assistants take a consistent approach in their practice. This is linked to the school's procedure for assessing pupils' performance. Pupils always know what they will be learning. They are encouraged to think critically, ask questions, listen and learn with their peers, and check the accuracy of their work. However, pupils do not always attain as highly as they could because they do not always respond to teachers' feedback, or improve their work as a result.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' attendance is above average; they are punctual, courteous and polite, very welcoming to visitors,

and enjoy competing for the annual governor award for best attendance.

- Pupils and children in the early years are confident and self-assured. They take pride in their work, and their appearance, and appreciate their school's learning and play facilities.
- Pupils who spoke to inspectors said that they feel safe and well looked after. They know that they can speak in confidence to any member of staff if they have any concerns, and that they will always be taken seriously.
- Pupils are fully conversant with the school's reward system and strive to be the best that they can be. The school's own research and surveys indicate that pupils are happy and well looked after.
- Pupils learn about safety awareness through a curriculum which caters for their personal development, health and welfare needs. They are taught how to adopt a healthy lifestyle, and how to avoid the dangers associated with drinking and smoking.
- Pupils learn about road safety and how to cycle safely. They can assess dangers and risks well and have a good understanding of safe and unsafe situations.

Behaviour

- The behaviour of pupils is good.
- Pupils say that behaviour is good most of the time. Parents who spoke to inspectors, those who completed the online survey Parent View, governors and staff are of this view too. Inspection evidence, including a check of the school's behaviour logs, confirms that behaviour is typically good.
- Pupils enjoy having responsibilities on the school council and as buddies. They ensure that no one is left without a friend on the playground.
- Pupils know the difference between bullying, which they say is 'several times on purpose', and falling out. They say that bullying rarely, if ever, happens, and they understand that it can take many forms.
- Pupils have a good understanding of prejudice-based bullying such as racism, which they say never happens at school. Pupils across the school have a good understanding of homophobic bullying which they say is wrong because people should not be judged because of their differences.
- Pupils learn about internet safety. They know that they should 'never become friends with strangers' online (or elsewhere), give personal information out over the internet, or 'click-on pop-ups'.
- Pupils have a good understanding of cyber-bullying, and know how to avoid it. They know that it can take place on electronic devices, phones, computers and hand-held games.

Outcomes for pupils

are good

- The progress of all groups of pupils, including disabled pupils and those with special educational needs, and disadvantaged pupils, is good and has rapidly improved since the previous inspection.
- Historic data show that in 2014, at the end of Year 6, pupils made outstanding progress in reading and writing, and good progress in mathematics. In 2015, pupils' progress was not quite as strong; however, the vast majority of pupils made at least good progress in all subjects. Their attainment in reading, writing and mathematics was above average.
- At the end of Key Stage 1 in 2015, pupils made good progress to achieve overall standards in line with those expected for their age. This represents a significant improvement in attainment since the previous inspection, especially in mathematics. However, this cohort did not have such a good start in the early years as children are getting now.
- This year pupils have got off to an exceptionally good start. All available evidence, including work in pupils' books, data and the school's assessment information, shows that pupils are making accelerated progress in reading, writing and mathematics across most classes. National data show that standards attained by pupils in mathematics in 2015 were above average at the end of both Key Stages 1 and 2. In-school data show that pupils made at least good progress across all year groups. This is due to good training and consistently good teaching which has improved pupils' calculation and problem-solving skills.
- Pupils' performance in phonics has improved each year for the last three years. The proportion of pupils reaching the expected standard at the national phonics screening check in Year 1 in 2015 was average, with a well-above-average proportion secure at the Year 2 check.
- Pupils in Key Stage 2 are very proud of their achievements in reading. They challenge themselves to read difficult texts, have a good appreciation of poetry, and enjoy reading in character. Less-able readers have a range of strategies to help them read unfamiliar words, and use their phonics skills well.

- Current data and work in pupils' books show that the overwhelming majority of pupils make good progress in writing across all classes, and that rapid improvements are being made in Key Stage 1. This is due to the close monitoring of teachers' practice, and pupils' progress. Pupils have many opportunities to practise writing at length, and in different styles, about their many educational visits and field trips.
- Work in pupils' books, assessment information, and discussions with pupils, all indicate that progress in mathematics is good across the school. Teachers make mathematics interesting, ensure that pupils understand and apply efficient calculation methods, and consistently challenge them to attain high standards.
- The attainment of disadvantaged pupils at the end of Key Stage 2 in 2015 was broadly the same as that of all pupils nationally in reading, less than a term behind in writing, and approximately two terms behind in mathematics. In school, their attainment in reading was approximately one term behind their peers in reading, a term and a half behind in writing, and just over two terms behind in mathematics. Disadvantaged pupils progressed well from very low starting points by the time they left school at the end of Year 6 in 2015. In-school data show that they continue to make good progress across all year groups.
- Disabled pupils and those with special educational needs are exceptionally well supported by well-trained staff. Often from very low starting points, the attainment of these pupils at the end of Key Stage 2 in 2015 was approximately two terms behind all pupils in reading, writing and mathematics. All disabled pupils and those with special educational needs made at least good progress by the time they left school in 2015. Currently these pupils are making good progress across the school.
- National data show that at the end of Year 6 in 2015, a higher than average proportion of pupils attained exceptionally high standards in reading, writing and mathematics. Work in pupils' books shows that the most-able pupils make good progress because they are set challenging work. This is increasingly the case in Key Stage 1, where pupils are now more regularly challenged to achieve to the very best of their ability in reading and writing.

Early years provision

is good

- The leadership and management of all aspects of early years provision are good. The early years manager, teachers and teaching assistants have a good understanding of how children learn, and ensure that they make good progress in all areas of learning.
- Early years staff have very high expectations of what children are capable of achieving and are constantly looking for new ways of working with parents, assessing how well children are performing, and re-organising provision to support children's development.
- Assessment information indicates that children enter the Nursery class with different skills and abilities in the various areas of learning. However, children get off to an excellent start, progress well, and enter the Reception with exceptionally well-developed skills, particularly in language and communication.
- Historical data show that the majority of children made good progress from their starting points in Reception in 2015. A well above average proportion attained a good level of development, acquiring well-developed skills in all areas of learning.
- The quality of provision is good. Displays celebrate children's work, their birthdays and the Christmas season. Areas are set up for maths, exploring shapes and measuring, role-play and writing. Children regularly use the 'finger gym', which helps to develop their coordination skills.
- The quality of teaching is good. Staff develop children's early reading skills well, ensuring that they listen carefully, and follow instructions closely. Early years staff plan activities which stimulate and excite children, and broaden their experiences and understanding of the world. They arrange regular visits from, for example, the police and fire services, and celebrate festivals from various cultures including Easter, Eid and Diwali.
- Early years staff take all opportunities to develop children's social skills. This is evident during snack- and lunchtimes when children find their seats with a minimum of fuss. They are encouraged to eat healthily, count pieces of fruit and share their ideas.
- All early years staff are well trained and regularly monitor children's progress. Parents and children especially enjoy 'VIP' treatment, when children are closely assessed over a period of time. Parents are regularly informed of their children's progress, and are encouraged to record their activities and development at home.
- Children behave safely at all times. They move around their indoor and outdoor learning areas sensibly and considerately, and enjoy taking turns and racing their wheeled toys.

- Parents are very complimentary about the work of the early years staff and are confident that their children are happy and safe. Staff ensure children's safety by applying the same good safeguarding procedures in operation in Key Stages 1 and 2 in the early years provision.
- Early years staff know exactly what to do to make the early years provision outstanding, and are exploring ways to develop even stronger links with families, and improve the outdoor area.

School details

Unique reference number	112818
Local authority	Derbyshire
Inspection number	10001859

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	326
Appropriate authority	The governing body
Chair	Andrew Thornton
Headteacher	Chris Jones
Telephone number	01457 852427
Website	http://www.st-jamesprimary.co.uk
Email address	office@st-jamesprimary.co.uk
Date of previous inspection	27 November 2013

Information about this school

- This is a larger than average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is average.
- The proportion of disadvantaged pupils supported by pupil premium funding is below average. (The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.)
- Almost all pupils are of White British heritage.
- Children in the early years provision attend Nursery on a part-time basis. Children attend the Reception class on a full-time basis.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the previous inspection there have been a number of appointments, including three newly qualified teachers, and the governing body has been re-organised.
- All pupils in Key Stages 1 and 2 learn in mixed year groups.
- A before- and after-school club is based on the site. This is subject to a separate inspection.

Information about this inspection

- Inspectors observed a range of lessons in all year groups, as well as the teaching of small groups of pupils and sessions aimed at helping pupils to learn to read. Lessons were jointly observed with members of the senior leadership team.
- Inspectors listened to pupils read and held discussions with pupils from across the school. Pupils' work in books was scrutinised with senior leaders.
- Inspectors considered 50 responses to the online questionnaire (Parent View). Informal meetings were held with parents at the beginning of the school day. The school's own surveys of pupils' views were also taken into account, as well as responses to the inspection questionnaire completed by 19 members of staff.
- A meeting was held with five governors, including the Chair of the Governing Body. Meetings were also held with school leaders responsible for English and mathematics, provision for disabled pupils and those with special educational needs and children in the early years.
- A meeting took place with a representative from the local authority.
- A range of documents was examined. These included information about pupils' progress, the school's reviews of its own performance and checks on the quality of teaching, development plans, safeguarding documentation and various records of pupils' attendance and behaviour.

Inspection team

Lenford White, lead inspector	Ofsted Inspector
Karen Slack	Ofsted Inspector
Joanne Ward	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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

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