

Inspection of St James' Church of England Aided Junior School

Reginald Street, Derby, Derbyshire DE23 8FQ

Inspection dates: 5–6 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this school?

Pupils are looked after well. Relationships between staff and pupils are positive. Most pupils attend school well. Each morning, many arrive early to enjoy breakfast club. One pupil said, 'You can be nourished here. Then you're ready for learning.'

Pupils' enthusiasm is sparked by learning about lots of different subjects. They are inquisitive about the world around them. Some pupils cannot read as well as they should. This limits what they can learn about the world through books and other texts.

Nearly every pupil takes part in the different activities on offer. For instance, they go to the pantomime, learn to play the violin and often go out into 'the great outdoors'. Pupils particularly enjoyed learning about the plague when they visited the museum at Eyam.

Pupils behave well. They respect each other and adults. However, some pupils do not always take care when running around the playground or when playing with outdoor equipment.

Most pupils know about bullying. They are confident an adult will sort it out well if it happens. Some pupils are not clear about the difference between bullying and other poor behaviour.

What does the school do well and what does it need to do better?

The new leadership team has brought much-needed stability to the school. The quality of education is improving rapidly. Senior leaders have high expectations of pupils and staff. However, they know there is still more to do.

Reading is not yet good enough. A poorly planned curriculum in the past has left some pupils with gaps in their reading skills. Leaders have introduced new ways of teaching reading. They have provided teachers with training. However, not all teachers use this training to make sure that pupils' reading books are well matched to their reading stage. Some teachers do not make sure that activities are sufficiently demanding.

Pupils enjoy the books in the new library and the daily storytelling sessions. Teachers do not make sure that pupils experience a wide range of literature. Leaders have introduced a more ambitious reading list recently.

Teachers plan learning in mathematics and writing well. Pupils remember and apply their knowledge well. Pupils check on their own work as they go along. Teachers quickly spot any mistakes pupils make. They help pupils to learn from their errors. Activities stimulate pupils' interest, such as when they wrote to the council to express their concern about the local park.

Previously, pupils' knowledge in some subjects was not well developed, for example in geography. They did not have enough opportunities to revisit their key learning. This year, leaders have introduced new curriculums in a range of subjects, such as in history. They have provided appropriate training and resources for staff. These changes are still in their early stages. Physical education (PE) continues to be a strength of the school.

Staff support pupils with special educational needs and/or disabilities (SEND) well. Teachers adapt activities and resources to meet these pupils' needs.

Pupils listen carefully and work well together. Staff support pupils who need more help to behave well. Some parents and carers are concerned about bullying. We did not find evidence of bullying. However, some pupils do not always take care of each other during playtime.

Teachers plan activities that build pupils' knowledge of cultural heritage. Trips, visits and the study of different cultures are vital parts of the curriculum. Assemblies provide opportunities for pupils to reflect on the school's values. Leaders ensure that pupils think about important aspects of life in modern Britain, such as the rule of law and democracy. Pupils particularly enjoyed sharing a British values tea party with their families.

The governing body is experienced and knows the school very well. Governors work closely with leaders to bring about improvements.

Safeguarding

The arrangements for safeguarding are effective.

All staff are fully aware of their role in safeguarding pupils. They are well trained and know how to spot if a child is at risk. Staff report any worries they have promptly. Leaders have effective systems in place to respond to these concerns. They work well with external agencies and families to support pupils who need help.

Pupils know how to keep themselves safe, such as in case of fire or when pupils are using the internet or social media. Leaders know the risks specific to the local area. They ensure that pupils learn how to minimise these risks.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have provided teachers with appropriate training and support to develop their skills in teaching reading. Leaders now need to ensure that teachers fully understand the progression of the curriculum. Teachers must be ambitious when planning activities to meet the needs of all pupils. They must ensure that pupils' reading books are matched closely to their reading stages.

- The quality of the curriculum is inconsistent for some foundation subjects. Leaders need to ensure that learning is carefully organised in all subjects so that pupils know more and remember more. They need to make sure that staff have secure knowledge about each subject and how to teach it. It is important that leaders of these subjects have access to ongoing training to develop their own subject expertise and that of other staff.
- Leaders have made improvements to the way that pupils use the outside play areas. They need to ensure that pupils take more care of each other when playing outside.
- Not all pupils understand what constitutes bullying. Leaders need to make sure that all pupils know what bullying is and how pupils can seek help when they need it. Leaders should work more closely with parents to alleviate any concerns they may have.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	112922
Local authority	Derby
Inspection number	10087346
Type of school	Junior
School category	Voluntary aided
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	299
Appropriate authority	The governing body
Chair of governing body	Ann Cruickshank
Headteacher	Jonathan Gallimore (executive headteacher), Daniel Walls (head of school)
Website	www.stjamesfederation.co.uk
Date of previous inspection	25–26 April 2017

Information about this school

- The head of school took up a temporary appointment in January 2019. He was appointed permanently in April 2019.
- This is a Church of England voluntary aided school.
- The school's previous section 48 inspection took place on 17 June 2016.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met the executive headteacher and the head of school. They met with the acting assistant headteacher, who is also the coordinator for the provision for pupils with SEND.
- The lead inspector met with members of the governing body, including the chair. She also met with a representative of the local authority.
- Inspectors looked in detail at five subjects: reading, writing, mathematics, PE and history. For each subject, inspectors met with subject leaders, visited lessons, met

with pupils and looked at pupils' workbooks. They also listened to pupils reading.

- Inspectors spoke with pupils informally and observed their behaviour during playtime and lunchtime.
- Inspectors reviewed a range of documentation, including leaders' plans for improvement, an evaluation of the school's effectiveness and information relating to behaviour and attendance
- Inspectors looked at the school's single central record, its safeguarding policy and staff training records. They spoke with leaders and staff about safeguarding. They also checked pupils' safeguarding records.
- The views of pupils, parents and staff were considered.

Inspection team

Joanne Sanchez-Thompson, lead inspector	Ofsted Inspector
Ann Glynn-Jones	Ofsted Inspector
David Heald	Ofsted Inspector

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