

Inspection of a good school: St James' Lanehead Church of England Primary School

Briercliffe Road, Burnley, Lancashire BB10 2NH

Inspection dates:

8 and 9 December 2021

Outcome

St James' Lanehead Church of England Primary School continues to be a good school.

What is it like to attend this school?

This is a welcoming, friendly and happy school. Pupils look forward to coming each day. They told the inspector that they have lots of friends. Pupils said that they feel safe because staff are kind and will look after them if they are worried or upset.

Leaders have high expectations of what pupils can achieve. They have organised a broad and ambitious curriculum that supports pupils, including those with special educational needs and/or disabilities (SEND), to gain the knowledge they need to achieve well.

Staff have equally high expectations of pupils' behaviour. As a result, the school is a calm and orderly environment. Pupils told the inspector that they follow the 'calm school code'. They said that although pupils misbehave sometimes, these incidents are managed fairly by staff. Pupils also said that staff deal with any rare incidents of bullying quickly.

Pupils are proud of the many responsibilities they are given, such as school councillors, play leaders, librarians and being 'buddies' for younger children. They appreciate the rewards that they receive, such as the 'Proud Award', for working hard and behaving well.

Pupils access a range of clubs at lunchtime and after school, such as calligraphy, science, sports clubs and choir practice.

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

Leaders have thought carefully about how their aspirational curriculums are designed in most subjects. This means that pupils, including children in the early years, build their current learning on what they know already.

In most subjects, teachers are clear about the knowledge that will be most useful to pupils. Teachers revisit this content to make sure that pupils' earlier learning is secure. For

example, in mathematics, pupils practise important number facts as a matter of routine. This helps pupils to remember these facts and apply them confidently to new learning. However, in some subjects, leaders' curriculum plans are not as well organised. This means that teachers are not as clear about how pupils' learning builds over time. This hinders teachers from revisiting important concepts and prioritising the subject content that will be of most use to pupils.

Leaders provide appropriate support for teachers to deliver the planned curriculum across subjects. In most subjects, teachers' careful checks on pupils' learning ensure that leaders have an accurate view of how well pupils are learning the intended curriculum. Teachers use this information to resolve pupils' misconceptions and make adaptations to the curriculum.

Leaders have ensured that teachers adopt a consistent approach to teaching phonics. As soon as children join the school in the early years, they start to learn and practise the sounds and letters that they need to become successful early readers. Pupils read books which match the sounds that they are learning. Leaders have ensured that teachers and other staff are trained well in how to deliver phonics sessions. Staff follow leaders' guidance carefully. This helps pupils to quickly gain the knowledge and skills that they need to become fluent readers. Those pupils who struggle with reading are identified quickly by staff and supported well to catch up.

Teachers read a wide range of carefully chosen stories to engage pupils' interest in reading. Pupils enjoy listening to these as well as reading their own books independently. Most pupils are confident readers who are excited to choose books in the school library.

Leaders have effective systems in place to identify and support the needs of pupils with SEND. When necessary, teachers adapt how they deliver the curriculum. This ensures that pupils with SEND can access the full curriculum and achieve well.

Staff establish routines for positive behaviour from the moment that children begin in the Reception class. Teachers build on these routines as pupils move through the school. Staff manage pupils' behaviour consistently well. As a result, classrooms are calm and pupils can concentrate on their learning.

Leaders work diligently to support pupils' well-being and personal development. Pupils understand why democracy, equality and the rule of law are important. They learn about other faiths and cultures through the curriculum and assemblies. Pupils are proud to support a range of local and national charities. They also enjoy the trips that teachers organise to gain wider experiences of life beyond the school gates.

Governors are informed well about the quality of education for pupils. They have an accurate view of the school's strengths and those aspects that would benefit from further development. Members of the governing body use this information effectively to hold leaders to account.

Staff feel they are supported well by leaders and they appreciate the leaders' efforts to consider their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that there are robust procedures in place to identify those pupils who may be at risk of harm. All staff have been trained appropriately. They know what to do if they have any concerns regarding pupils' well-being.

Staff know pupils and their families well. They work effectively with external agencies, parents and carers to secure appropriate help for pupils.

Leaders ensure that pupils learn how to keep themselves safe. For example, they have recently learned about fire safety. Pupils talked confidently about how to stay safe when they are not in school, including when they are online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders' curriculum plans do not support teachers in understanding how pupils' learning deepens over time. This hampers teachers in designing learning that helps to embed pupils' prior knowledge and prioritise subject content that will be of most use to pupils in the future. Leaders should ensure that, in these subjects, curriculums are planned carefully so that teachers can design learning that helps pupils to remember what they have been taught.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in April 2016.

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 information from Ofsted Parent View 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 are the school and you are 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	119487
Local authority	Lancashire
Inspection number	10199725
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	276
Appropriate authority	The governing body
Chair of governing body	Janet Hartley
Headteacher	Michelle Dugdale
Website	www.st-jameslanehead.lancs.sch.uk
Date of previous inspection	28 and 29 April 2016, under section 5 of the Education Act 2005

Information about this school

- This is a Church of England primary school. The school's last section 48 inspection was in May 2019.
- Since the previous inspection, a new chair of the governing body has been appointed.
- The school does not use alternative provision for pupils.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector met with eight members of the governing body, the headteacher, the deputy headteacher, subject leaders and other staff. The inspector also took account of the responses to Ofsted's staff survey and pupil survey.
- The inspector spoke with a representative of the local authority.

- The inspector spoke with pupils to gather their views about the school. The inspector spoke with parents and carers at the beginning of the school day and took account of the responses to Ofsted's online questionnaire, Parent View.
- The inspector checked on safeguarding procedures and documentation. The inspector observed pupils' behaviour around school and considered leaders' attendance and behaviour information.
- The inspector considered a range of other school documentation, including leaders' self-evaluation and plans for improvement.
- The inspector did deep dives in early reading, mathematics and physical education. As part of this work, the inspector visited lessons and spoke with subject leaders and teachers. The inspector reviewed pupils' work and spoke with them about their learning. The inspector observed pupils read to trusted adults.

Inspection team

Gary Bevin, lead inspector

Her Majesty's Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021