

Inspection of Latchford St James CofE Primary School

Old Road, Warrington, Cheshire WA4 1AP

Inspection dates: 18 and 19 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

This is a welcoming and friendly school. The pupils who spoke with inspectors said that they enjoy attending this school and they feel safe. Pupils said that they have lots of friends and that adults help them with any concerns.

Leaders have high aspirations for pupils, including children in the early years. They have organised an ambitious curriculum which helps pupils and children to achieve well. This includes those with special educational needs and/or disabilities (SEND), and disadvantaged pupils.

Adults have high expectations for pupils' behaviour. Pupils said that they mostly live up to these expectations. They said that if anyone misbehaves, adults sort it out quickly. As a result, the school is generally calm and orderly.

Pupils understand that bullying comes in different forms. Leaders do not tolerate any bullying. Pupils said that if bullying happens, they trust adults to deal with it quickly and fairly.

Pupils benefit from a wide range of enrichment activities, such as sewing, rugby and dancing clubs. To enhance their learning further, they enjoy a range of trips, for example to museums. Pupils also love residential trips, including to Llandudno and London.

Pupils appreciate the opportunity to hold positions of responsibility, such as a school councillor or a prefect. These help them to develop team-building and leadership skills.

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

Leaders have planned a broad and balanced curriculum for all pupils, including those with SEND. As a result, in most subjects, pupils are well prepared for the next stages in their education. Children in the early years also experience a well-designed curriculum. They are suitably prepared for the demands of Year 1.

Across many curriculum areas, leaders have thought carefully about what they want pupils to learn. In most subjects, they have considered the order in which teachers should teach topics and concepts. As a result, most new learning successfully builds on what pupils already know and can do. For example, in history, older pupils can successfully compare and contrast different times and cultures. They can correctly place key events on timelines from their previous learning in history lessons.

Despite the overall strengths in the curriculum design, in a very small number of subjects, teachers do not deliver the curriculum content in the way that leaders intend. Some topics and concepts are not always delivered in the most logical order.

In these subjects, a small number of pupils do not deepen their subject knowledge as thoroughly as they could.

Teachers use a range of appropriate assessment strategies to check pupils' understanding. This helps them to identify what pupils can do and what they need to learn next. However, some teachers do not use the information that they receive from their checks on pupils' learning as effectively as they could. On occasions, some teachers do not adapt the delivery of the curriculum to correct pupils' misconceptions. This hinders how well a minority of pupils progress through the curriculum.

Leaders have carefully structured the early reading curriculum. From the moment children start school in early years, they begin to develop their phonics knowledge. Younger pupils practise their reading frequently. Skilled staff support them well. The books that children and pupils read are well matched to the sounds that they know.

Teachers swiftly identify pupils who fall behind with their reading, and help them to catch up. Teachers choose texts thoughtfully to promote a love of reading in pupils. Pupils understand why reading is important and they are keen to read. By the end of key stage 1, most pupils become confident and fluent readers. Older pupils love the opportunity to read each week to their 'buddies' in the Reception class.

Leaders identify the needs of pupils with SEND, including in the early years, effectively. They ensure that children and pupils with SEND have access to all that the school has to offer.

Pupils and children enjoy school and attend well. Most of the time, lessons take place in a calm and orderly environment. Occasionally, pupils can lose concentration briefly. However, adults quickly bring them back on task. Children in the early years love coming to school. They settle quickly in a well-organised, supportive and well-planned environment.

Leaders work diligently to promote pupils' wider personal development. Pupils know why equality and democracy are important. They learn about different faiths and cultures such as Judaism and Buddhism. Pupils are proud to support a number of local and national charities, such as a local food bank. They also enjoy receiving 'Always Award' certificates, which reward personal and academic achievements in assemblies.

Governors have an accurate view of the school's strengths and know what they need to do to improve the quality of education further. Staff say that senior leaders are supportive and considerate of their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that there are strong systems for keeping pupils, and children in the early years, safe. Staff are well trained and vigilant in identifying potential harm in pupils. Adults follow school policies and know what to do if they have a worry.

Leaders manage safeguarding cases well. Staff log and follow up concerns thoroughly. When needed, leaders work effectively with other agencies to support pupils and their families.

Through the curriculum, pupils learn how to stay safe, including online and outside of school. Leaders also bring in visitors, such as the local community police officer and members of the fire brigade, to teach pupils about safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a very small number of subjects, teachers do not deliver the curriculum in a way which allows pupils to build on what they already know and can do. This hinders a few pupils from learning all that they could. Leaders should ensure that teachers know exactly what order new topics and concepts should be taught across all subjects.
- In some subjects, staff do not use assessment information as effectively as they should to decide what to teach next. As a result, some teachers do not adapt the delivery of the curriculum sufficiently well to address any misunderstandings that pupils have in their learning. Leaders should ensure that there is a consistent approach to how teachers use assessment information to shape future learning.

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.

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	132247
Local authority	Warrington
Inspection number	10241820
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	164
Appropriate authority	The governing body
Chair of governing body	Janice Rowlands
Headteacher	Andrew Hayes
Website	www.lsj.org.uk/
Date of previous inspection	9 May 2017, under section 8 of the Education Act 2005

Information about this school

- This voluntary-aided school is part of the Diocese of Chester. The last section 48 inspection was in January 2018.
- The school does not use alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic and have taken this into account in their evaluation.
- Inspectors met with four members of the governing body, the headteacher, subject leaders and other staff. Inspectors took account of the responses to Ofsted's staff survey.
- Inspectors spoke with a representative of the local authority and a representative of the Diocese of Chester.

- Inspectors spoke with pupils to gather their views about the school. They also considered Ofsted’s pupil survey.
- Inspectors spoke with parents and carers at the beginning of the school day. They also considered the responses to Ofsted Parent View, including the free-text responses.
- Inspectors checked on safeguarding procedures and related documentation. They observed pupils’ behaviour around the school and considered information relating to pupils’ attendance and behaviour.
- Inspectors considered a range of other school documentation, including leaders’ self-evaluation and plans for improvement.
- Inspectors completed deep dives in early reading, mathematics, history and physical education. As part of this work, inspectors visited lessons and spoke with subject leaders and teachers. Inspectors reviewed pupils’ work and spoke with them about their learning.
- An inspector observed pupils read to a trusted adult.

Inspection team

Gary Bevin, lead inspector

Ofsted Inspector

Kathy Nichol

Ofsted 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 2022