

Inspection of Chorley St James' Church of England Primary School

Devonport Way, Chorley, Lancashire PR6 0TE

Inspection dates: 13 and 14 June 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Pupils flourish at this exceptional school where everyone feels valued regardless of their differences. Leaders are highly ambitious for all pupils. Pupils make the most of the rich learning opportunities that leaders and teachers provide for them. Many pupils embody the school's value of perseverance in their approach to learning. Pupils, including those with special educational needs and/or disabilities (SEND), achieve extremely well.

Leaders and staff expect all pupils to behave well. Pupils strive to meet these high expectations. Pupils who need extra help in managing their emotions are ably supported by caring staff. Pupils behave impeccably and learning is rarely interrupted.

Pupils told inspectors that they trust staff to help them with any worries or concerns. This helps to make pupils feel safe and happy at school. Leaders have put in place effective systems to identify bullying. On the rare occasions that bullying occurs, leaders deal with it quickly.

Pupils excel in the wide range of leadership opportunities that are made available to them. Members of the eco-committee take a leading role in regional summits with other schools. Pupils on the school council support fundraising activities for local, national and international charities. These opportunities build pupils' understanding of how they can influence change for the greater good.

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

Leaders have designed a highly ambitious curriculum that enables all pupils to be successful. From the moment children join the school in the early years, they benefit from a curriculum that is aspirational and highly effective. Leaders have considered what children learn in the Nursery class and how this is built on in the Reception Year. A number of children arrive in the Nursery class with a limited range of vocabulary. The early years staff are highly skilled in supporting children to increase the range of words that they use as part of their learning and to communicate with others. As a result, by the end of the early years, almost all children are ready for the demands of the Year 1 curriculum.

In key stages 1 and 2, pupils readily build on what they have learned before. Teachers skilfully connect new learning with the knowledge that pupils already have. Teachers use a range of effective strategies to identify where pupils have gaps in their knowledge. Teachers ensure that pupils have the understanding that they need before new learning is introduced.

Teachers provide pupils with learning activities that are exceptionally well crafted to deepen pupils' knowledge and understanding over time. Leaders have ensured that teachers receive high-quality training. This has helped many teachers to become highly skilled in teaching across the curriculum. The support that teachers receive is

further enhanced by the guidance that they receive from subject leaders. Many subject leaders are experts in their field. Across the curriculum, the achievement of many pupils is exceptional.

Leaders have ensured that reading sits at the heart of the curriculum. Children in the early years and pupils across the rest of the school regularly experience the pleasure that comes from having a book read to them. Highly trained staff teach the phonics programme very effectively. Pupils quickly learn the sounds that letters represent. Timely additional support is put in place for pupils who need it. This helps them to keep up with their peers. The books that pupils read closely match the sounds that they have learned. Many pupils become fluent and confident readers by the end of key stage 1.

Pupils are avid readers. Leaders ensure that pupils access a rich range of books from across different cultures. Pupils develop an appreciation of different types of books, which includes poetry and non-fiction. Many pupils spoke to inspectors about the importance of reading regularly and widely in order to become more knowledgeable.

Leaders have effective systems in place that identify the additional needs of pupils with SEND. Teachers benefit from high-quality support from leaders and external organisations. Teachers are highly skilled in how they adapt the delivery of the curriculum for pupils with SEND. Pupils with SEND access the same curriculum as their peers and achieve highly.

Pupils display excellent manners. They do their best to treat others in the same way that they would like to be treated themselves. They are courteous and considerate. Older pupils are excellent role models for their younger peers. Children in the early years are exceptionally well behaved. They follow well-established routines and learn harmoniously alongside one another.

Leaders provide an exemplary range of opportunities that enhance the personal development of pupils. Leaders are committed to ensuring that pupils become well-rounded individuals who build up an understanding of local, national and global issues. Importantly, leaders ensure that pupils know the role that they can play in addressing such issues. Pupils enjoy a rich variety of trips. These include visits to different places of worship, museums, galleries and places of historical significance. Pupils are prepared very well for life in modern Britain.

Leaders and governors work in close collaboration to make sure that all pupils receive the highest quality of education possible. Leaders are dynamic and highly effective in driving forward continuous improvements. Governors have an astute understanding of the school. They support and challenge leaders in a measured and considered way. Staff value being part of the school and appreciate the support that they receive from leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are vigilant to potential safeguarding issues. They benefit from regular training that helps them to identify that a pupil may be at risk of harm. Leaders respond to safeguarding concerns in a timely manner and work effectively with external agencies when needed.

Leaders ensure that the curriculum provides opportunities for pupils to learn about the dangers that they may face. For example, pupils recognise the potential hazards of the local canal and the risks associated with fire. They learn how to protect themselves from harm when working and playing online.

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	119467
Local authority	Lancashire
Inspection number	10255985
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	228
Appropriate authority	The governing body
Chair of governing body	Neville Norcross
Headteacher	Claire Greenway
Website	https://chorleystjamesblogs.net
Dates of previous inspection	14 and 15 January 2020, under section 8 of the Education Act 2005

Information about this school

- This is a Church of England primary school in the Diocese of Blackburn. The most recent section 48 inspection took place in March 2017.
- Leaders do not make use of alternative provision.

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 with leaders and have taken that into account in their evaluation of the school.
- The inspectors completed deep dives in the following subjects: early reading, mathematics and history. As part of the deep dives, the inspectors met with subject leaders to discuss the curriculum, visited lessons, met with teachers and looked at pupils' work. The inspectors also looked at the curriculum and pupils' work in some other subjects. The lead inspector observed some pupils in key stage 1 and key stage 2 reading to a familiar adult.

- The inspectors spoke with the headteacher, other school leaders and members of staff.
- An inspector spoke with members of the governing body, including the chair of governors. They also spoke with representatives of the local authority and the diocese.
- Inspectors checked the arrangements for keeping pupils safe. They reviewed a range of documentation and spoke to leaders and staff. They also spoke to pupils about whether they felt safe in school.
- The inspectors observed pupils' behaviour in lessons. They spoke with groups of pupils about their experiences at school. They also considered the views of pupils shared through Ofsted's pupils' survey.
- Inspectors spoke with staff about their workload and well-being. They also considered the views of staff shared through Ofsted's staff survey.
- An inspector spoke with parents and carers. The inspectors considered the responses to Ofsted Parent View. This included the free-text responses.

Inspection team

David Robinson, lead inspector

His Majesty's Inspector

Sheena Clark

His Majesty's Inspector

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