



St James' Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 107995
LEA Leeds
Inspection number 277878
Inspection dates 21 June 2006 to 22 June 2006
Reporting inspector Mrs Rosemary Rodger CfBT Lead Inspector

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

Type of school	Primary	School address	Hallfield Lane
School category	Voluntary controlled		Wetherby
Age range of pupils	3 to 11		West Yorkshire LS22 6JS
Gender of pupils	Mixed	Telephone number	01937 583379
Number on roll	128	Fax number	01937 583379
Appropriate authority	The governing body	Chair of governors	Mr Paul Andrews
Date of previous inspection	6 November 2000	Headteacher	D Walsh

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a small primary school situated in Wetherby in an area of mixed social and private housing. An above average number of pupils are eligible for a free school meal. A small number of pupils have learning difficulties and/or disabilities and there are no pupils with a statement of special educational need. All pupils are of White British heritage. There is a pre-school on site.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The effectiveness of the school is satisfactory with some good features in pupils' personal development and well-being. It provides satisfactory value for money. The inspection team disagree with the school's over-generous judgement of its effectiveness. The main reason for this is that pupils' standards and achievement, the quality of teaching and learning, curriculum and leadership and management are only satisfactory. There is currently underachievement in mathematics for higher attaining pupils throughout school. Personal development and well-being are good. Pupils enjoy school because they are encouraged to keep fit and take responsibility. The quality of teaching and learning is satisfactory. Teaching of mathematics is just satisfactory because there are weaknesses in planning, the use of resources and challenge for higher attaining pupils. Assessment procedures are satisfactory. The curriculum is satisfactory with good aspects in the enrichment through educational visits, additional provision for instrumental tuition and a good range of sporting fixtures. Mathematics is not given a high enough priority either in displays, time allocated to teach it or opportunities to apply mathematical skills in other subjects. Care, guidance and support are satisfactory overall. Pupils say their teachers help them feel safe. However, there are currently no trained first aiders in school. Pupils with learning difficulties and/or disabilities are well supported. Provision and standards in the Foundation Stage are good. Leadership and management are satisfactory. Delegation of responsibilities and communication with colleagues has some weaknesses. The actions to improve mathematics by the headteacher have had too little impact on improving standards because staff have not been provided with any training. Parents are very happy with what the school provides for their children. Improvement since the last inspection is satisfactory and the school has a satisfactory capacity to improve.

What the school should do to improve further

- Raise standards of the more able pupils throughout the school in mathematics.
- Provide informative wall displays, resources for pupils and more effective planning to improve the teaching of mathematics.
- Improve the delegation of responsibilities to staff to ensure a more rapid rate of improvement.
- Provide training in first aid and appoint a named first aider.

Achievement and standards

Grade: 3

When they start school, many children have skills below expectations in all areas of learning. They make good progress throughout the Foundation Stage in all areas of learning. This good progress continues, so that by the end of Key Stage 1, standards are generally average in reading, writing and mathematics. However, higher attainers could do better, particularly in mathematics. Standards in Key Stage 2 in English and science are above average, but broadly average in mathematics. Achievement in English

and science is good, but just satisfactory in mathematics. The school has rightly identified mathematics as a priority and put some strategies in place to bring about improvement. However, some underachievement remains because of low expectations and lack of challenging teaching for more able pupils. Teacher assessments show that the current Year 6 pupils are likely to meet the targets set for them in English, but not in mathematics. Achievement of pupils with learning difficulties and/or disabilities is satisfactory. Pupils make good progress in art and design and design and technology judged by the high quality displays of work.

Personal development and well-being

Grade: 2

Pupils' personal development is good. The school encourages healthy lifestyles, which is acknowledged by the recent Healthy Schools award. Pupils know how to keep fit by eating fruit regularly and drinking water. They know that 'exercise helps to build up your muscles, to keep you strong and not to be a couch potato'. Pupils say their teachers help them to feel safe in school and other dangers are fully explained to them by the police and others. They value the 'ideas' box that enables them to share their personal concerns in confidence. This initiative was put in place following a survey of pupils' views that identified bullying as a concern. Actions to deal with this have had a good impact and there is very little bullying reported now. Behaviour is good. Most pupils enjoy school and look forward to residential visits.

The pupils' spiritual, moral, social and cultural development is good. Pupils take good responsibility around the school. The school council represents pupils' views well and has brought about improvements to the playground and fun activities' equipment. Useful contributions are made to the local community through raising money for a range of charities, all of which prepares pupils well for their future well-being. The attendance of pupils is below the national figure, but the school does all it can to discourage parents from taking holidays in term time. A consequence of this is an increase in unauthorised absence. Independence is well fostered in the Foundation Stage both indoors and outside and, as a result, children begin to take good responsibility and learn to cooperate well.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall with good teaching in English and science. Teaching in the Foundation Stage is good because good use is made of play to help children in the Nursery develop basic skills, for example, when they made passports and numbered their bus tickets. All pupils generally enjoy learning and behave well in lessons, especially in Key Stage 1. Relationships between teachers and pupils are good. Teachers' good subject knowledge is used well to make learning exciting, for example, in science. There are some weaknesses in the teaching of

mathematics due to an over-reliance on a commercial scheme. This leads to too little recording of calculations and lack of challenge for the more able. Sometimes, teaching assistants are not involved sufficiently in whole class sessions in Key Stage 2 to enable them to have a positive impact on learning. Pupils with learning difficulties and/or disabilities are well supported by teaching assistants, however, and have work well matched to their needs.

Assessment procedures are thorough. Marking of pupils' work is generally helpful and older pupils are encouraged to assess each other's learning and to self-assess by referring to their targets. Good steps are taken to involve parents in their children's mathematical learning.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. The Foundation Stage curriculum is good and enables children to progress well in all areas of learning. However, some shortcomings in the curriculum in Years 1 to 6 mean that more able pupils do not achieve as well as they should in mathematics. The grouping of pupils by age and ability is beginning to make a difference to meeting the needs of pupils more effectively, overall in English and mathematics. However, the extra support provided for older, more able pupils in mathematics is not having a marked impact on achievement, as yet. Pupils' speaking and listening skills are well developed in lessons and twice-yearly performances. Literacy skills are further fostered through a wide range of cross-curricular work, for example, in the elaborate folders completed by Year 5 and Year 6 pupils in preparation for a yearly residential visit to Robin Hood's Bay. Mathematical skills are satisfactorily promoted, but could be given a higher priority across the curriculum and in classroom displays. Provision for pupils with learning difficulties and/or disabilities is sound.

A good range of additional activities contributes to pupils' learning and enjoyment. These include: sporting activities coached by professional sportspeople; drama; art and design; and instrumental music tuition taken up by two thirds of the school. The yearly residential visit successfully brings together learning in many subjects.

Care, guidance and support

Grade: 3

The school's care for its pupils is satisfactory. Arrangements for child protection are in place. Staff have received recent training for child protection, but first aid training is not up to date and the school does not have a qualified first aider. The support and guidance for pupils with learning difficulties and/or disabilities are good. There are several recently introduced systems in place to track pupils' progress, but they are not used well enough to improve pupils' achievement in mathematics. The health and safety of pupils is adequately attended to. Risks are identified and effective steps are taken to ensure the safety of pupils on educational visits. Care and guidance for pupils to improve behaviour and personal development are effective and have resulted in a reduction in bullying. Pupils are well informed of the rewards and sanctions linked to bullying. As one pupil said, 'we get stricter punishments each time'.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has led the school for many years with the support of a committed and hard working team of staff. He is conscientious and thorough in all aspects of management, but does not delegate or communicate well enough with his colleagues. This has resulted in a slight backlog of actions that need to be taken to bring about improvement. For example, steps to improve achievement in mathematics have not yet had sufficient impact on raising standards because of a high priority given to improving standards in writing and staff have had insufficient training. Development planning has too short a timescale for all that the school intends to do. The contribution of subject leaders to development planning is beginning to make an impact on standards in English and science, but less so in other subjects. Systems to check teaching and learning are comprehensive, but do not provide teachers with targets for improvement and are sometimes too generous in their judgements. A number of governors are new to their roles. They support the school well, but are less confident in holding the headteacher to account for the standards achieved. Parents are very supportive of the school.

As a very small school, the cost to educate each pupil is very high. Value for money is satisfactory. The headteacher knows what needs to be done to raise standards and the school has satisfactory capacity to improve as long as all staff understand their roles and responsibilities in doing this. Improvements since the last inspection have been satisfactory.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me to your school. I enjoyed talking to you and visiting your classrooms to observe your lessons. These are the things I discovered about your school.

- You like to keep healthy and enjoy your twice weekly PE lessons and all the sport you take part in.
- You feel safe and secure in school and know you can share your worries in a confidential 'ideas' box.
- You like art and design, science and PE best of all, but you do not always like mathematics.
- You know you have to work hard in mathematics because if you do you say you will be able to help your own children.

I have asked your teachers to improve the school by doing the following.

- Improve the teaching of mathematics.
- Make sure that you all reach the standards you are capable of in mathematics, especially those of you who find mathematics easy.
- You need to know who will help you if you hurt yourself in school.
- Make sure that all teachers carry out their roles and responsibilities.

You can all help by completing mathematics homework with your parents. I hope you continue to enjoy the rest of your time at St James' school and that the trip to Robin Hood's Bay was good fun.