



# Chorley St James' Church of England Primary School

## Inspection Report

**Unique Reference Number** 119467  
**LEA** Lancashire  
**Inspection number** 280564  
**Inspection dates** 4 May 2006 to 5 May 2006  
**Reporting inspector** Mr Eric Jackson

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

<b>Type of school</b>	Primary	<b>School address</b>	Devonport Way
<b>School category</b>	Voluntary aided		Chorley
<b>Age range of pupils</b>	3 to 11		Lancashire PR6 0TE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01257 264638
<b>Number on roll</b>	185	<b>Fax number</b>	01257 277196
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Linda Norman
<b>Date of previous inspection</b>	1 October 2000	<b>Headteacher</b>	Mrs Linda Roberts

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 4 May 2006 - 5 May 2006	<b>Inspection number</b> 280564
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

St James' is a smaller than average school with 185 pupils on roll from ages 3 to 11. Socio-economic circumstances are below average, and pupils' attainment at entry is generally below average. The number of pupils with learning difficulties and/or disabilities is broadly average, but the number with statements of special educational need is well above average. Twelve per cent of the pupils are from minority ethnic groups, mainly of British Asian heritage, some learning English as an additional language.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

This is a good school that has improved well since its last inspection, confirming the school's own effective self-evaluation. A Year 6 boy summed this up as, 'It's St James': it's brilliant!'

The headteacher has led required change strongly, supported well by other key staff and governors. She has successfully promoted higher standards, a better quality of education and more effective personal development for the pupils. All pupils are fully involved in what the school offers, including those from minority ethnic groups and non-Christian faiths, so that inclusion is excellent. One parent wrote, 'All the staff have been very positive and encouraging to my daughter'. This characterises the views of almost all parents and their children. Teaching and learning are good, so that challenging targets are achieved. From below average attainment at entry, pupils reached average standards in Year 6 national tests in 2005. The quality of provision in the Nursery and Reception classes is good and many children reach close to the expected levels by Year 1.

Pupils' personal development and well-being are good, including their spiritual, moral, social and cultural development. Behaviour and attitudes to learning have improved strongly since the last inspection. However, there are insufficient opportunities for pupils to lead their own learning in Years 1 to 6. Pupils develop healthy lifestyles and their physical fitness effectively, and make good progress in skills that will be helpful in later working life. They take responsibility for aspects of the school's life enthusiastically as monitors, prefects or school councillors. The curriculum is good, with rich activities to broaden pupils' experience. The school cares for pupils well, and offers good support and guidance, particularly for those with learning difficulties. The school is well-placed to continue to improve and gives good value for money.

### What the school should do to improve further

- Raise standards in science by the end of Year 6 to at least match the levels attained in English and mathematics.
- Provide more opportunities across the curriculum for pupils in Years 1 to 6 to initiate, develop and evaluate their own work.

## Achievement and standards

### Grade: 2

Achievement is good across the school. Those pupils learning English as an additional language and those with learning difficulties and/or disabilities make similar progress to their peers. Children make good progress in the Nursery and Reception classes because the provision is good. From below average standards on entry, many of them reach close to the expected goals by Year 1, although speaking and listening skills are still below average. They continue to make good progress in Years 1 and 2, and attained average standards in reading, mathematics and science by the end of Year 2 in 2005.

This continues a rising trend in results from a low point in 2002. Learners in Year 6 also reached broadly average standards in English, mathematics and science in the 2005 tests, although standards in science were lower than those in English and mathematics. This shows a good rise in standards overall since 2001. There was a slight dip in the 2004 results because of the higher than average number of pupils with learning difficulties in that cohort. The current Year 6, which includes a very high proportion of pupils with learning difficulties, has made good progress towards tough targets. From being well below average in the Year 2 tests in 2002, they have achieved well. Most of them are on track to reach the expected level in national tests.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. They enjoy school and have good attitudes to learning. Behaviour is good overall: in some lessons and in assembly it is outstanding. They are positive that bullying is no longer a problem. Parents say that links developed between older pupils and younger children in 'team days' have made a big difference here. By Year 6, pupils are confident when explaining how they learn, saying, 'the range of activities is really interesting'. Excellent relationships, leading to shared trust and confidence, reflect the school's strong Christian ethos. Pupils relish their role as responsible members of their community. The school council plays an important role in the everyday life of the school, giving members good experience of decision-making. Pupils readily undertake tasks that contribute to the smooth running of the school. They know how to keep safe and to follow a healthy lifestyle. They also play a full part in a programme of recycling as part of developing ecological awareness. Pupils' spiritual, moral, social and cultural development is good. They regularly raise money for charities and have an excellent understanding of right and wrong. They respect the different beliefs and values of others and show a good awareness of the community. Year 6 were adamant that unfair discrimination on grounds of ethnicity or faith would not be tolerated by anyone, adult or child. Pupils are developing personal and academic skills that will be valuable to them in adult life and at work. Attendance is satisfactory and improving.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and have improved since the last inspection. Teachers use their good subject knowledge to plan their lessons well. Pupils say, 'We learn in steps, from easy to harder work.' There is good teamwork between teachers and support staff, who work constructively together. Pupils clearly enjoy their work. For example, during a games lesson, a young child with speech delay talked audibly and excitedly to himself and his teacher as he gained increasing control of a football. There are good tracking systems for assessing, monitoring and evaluating pupils' progress. This system is used to set challenging targets in English and mathematics from

year-to-year, carefully checked to ensure pupils make the expected progress. From Year 1, pupils know what they are to learn. Older pupils understand what they need to do to improve their own work and to evaluate the work of others in their class, although there is scope to provide opportunities for more pupils to initiate, develop and evaluate their work. A teacher was absent during the inspection. It was clear from the ease with which a supply teacher maintained continuity in learning that the teacher and nursery nurse had organised lesson plans effectively.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good, confirming the school's view. All statutory requirements are met and there is an appropriate emphasis on the basic skills of literacy, numeracy and information and communication technology (ICT). Teachers make learning interesting and enjoyable for the pupils because they keep the curriculum under constant review. They have begun the process of auditing and extending the planned work with the aim of making increasingly relevant links between areas of learning, as already takes place in the Nursery and Reception classes. Pupils in Years 1 to 6 do have some opportunities to initiate their own learning during special interest weeks when a variety of traditions and cultures are studied. However, this practice should be extended to increase their independence and raise standards further. The school provides an interesting range of cultural experiences and pupils have the opportunity to work with artists, sporting experts and musicians.

## **Care, guidance and support**

### **Grade: 2**

The Christian ethos, safe environment and good relationships across the school reflect the effective care, guidance and support given to all pupils. The effective partnership of teachers, support staff, parents, the church community and outside agencies ensures the pupils' well-being. Child protection procedures and all other risk assessments are in place. Pupils say they feel safe and would know who to turn to with any worries or concerns. Their academic progress is recorded and progress is carefully tracked and they know what they need to do to attain their personal and group targets in English and mathematics. However, pupils in Years 1 to 6 sometimes have insufficient guidance in making their own decisions about how to develop their learning further. The care and support given to pupils with learning, behavioural or emotional difficulties is well organised and enables them to work effectively, so that in most cases their progress matches that of the other pupils in the class. Provision is also good for pupils from minority ethnic groups.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good, reflected in the school's thorough and accurate self-evaluation. The headteacher is a strong leader, supported well by the deputy

headteacher and other key staff. She ensures that pupils are safe and well cared for, as well as setting high expectations for their achievement. Governance is good, and the relationship between all the adults in the school creates strong teamwork. Clear direction is set and followed in effective improvement planning. The issues raised by the inspection have already been recognised in current improvement plans. Quality assurance is well embedded and effective. Parents and pupils are fully involved and consulted regularly through questionnaires and meetings. Provision for equality of opportunity is outstanding so that all pupils are fully included in what the school offers. Financial and other resources are deployed well. There is good capacity to improve, founded on good improvement since the last inspection.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	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	2	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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

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Chorley St James' Church of England Primary School

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7 May 2006

Dear Children

Thank you very much for the kind welcome you gave to us when we visited your school. You will remember that we came to check how well your school looks after you and helps you to learn.

You and your parents told us that St James' is a good school that cares for you well. We agree: it is a good school that helps you develop good personal skills and to learn and achieve well. We were very impressed by how well you behave and how much you enjoy your lessons. When I talked with Year 6, they showed me that they believe strongly in everyone having the same chances to do well, and that no-one should be bullied or left out. Your governors and the staff also believe those things, and make sure that your school follows good rules that are fair for everyone. They also provide many interesting things for you to do, which we know you enjoy.

The staff plan to help you improve your work in science, and we agree with them that this is a good idea. They also want to give you more chances to take the lead in what you learn, and sometimes decide for yourselves what you would like to do. We think that this would improve how you learn, and help you reach even higher standards in your work. You can help by continuing to do your best, and trying to improve your experimenting and investigating in science.

With best wishes for your future.

Yours faithfully

Eric Jackson Heather Evans Gill Burrow

Lead Inspector Team Inspector Observing Inspector