



# St James CofE Primary School

## Inspection Report

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**Unique Reference Number** 102033  
**Local Authority** Enfield  
**Inspection number** 286255  
**Inspection dates** 7–8 March 2007  
**Reporting inspector** Graham Lee

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

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<b>Type of school</b>	Primary	<b>School address</b>	Frederick Crescent
<b>School category</b>	Voluntary aided		Enfield
<b>Age range of pupils</b>	4–11		EN3 7HH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8804 1987
<b>Number on roll (school)</b>	209	<b>Fax number</b>	020 8443 4452
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Martin Waller
		<b>Headteacher</b>	Mr Allan McLean
<b>Date of previous school inspection</b>	9 December 2002		

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is an oversubscribed school, which is smaller than average. It serves a mixed but changing community with increasing numbers of pupils arriving or leaving at other than the usual points. There are considerably more girls than boys in the school. About one in three pupils are from White British backgrounds and a further one in four are of Greek or Greek Cypriot heritage. The remainder are predominantly Black Caribbean or African. The proportion of pupils who speak English as an additional language is higher than average but very few are at the early stages of learning English. Few pupils have learning difficulties and disabilities in relation to the national picture. A new headteacher was appointed in September 2006.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

St James is a good school which is outstanding in some respects. It is an extremely happy and caring place where strong Christian values underpin the outstanding care, support and guidance it provides for its children and their families. One parent commented, 'I am very proud to be part of St James', typifying the views of many. Pupils feel safe and secure and thrive in this close knit community. They are proud of their school and enjoy everything it has to offer. They become eager learners because, in the words of the pupils themselves, 'You learn new things every day' and 'never know what is coming next!' Consequently, they always strive to do their best and achieve well.

From generally average starting points, pupils of all abilities and from different backgrounds, make good progress. Children make a good start to their learning journey in the Reception class, where the welcoming environment ensures that they become confident learners and achieve well. By the age of eleven pupils reach standards in English, mathematics and science which are above average. Pupils achieve well because of good teaching, their very positive attitudes to learning, and a curriculum that meets their needs. In addition, increasingly effective systems for tracking pupils' progress identify any potential underachievement an early stage. The consistent use of targets throughout the school enables pupils to focus very clearly on what they need to do to move on to the next stage in their learning.

Teachers use a range of strategies to engage and motivate pupils and generally challenge pupils of all abilities to achieve well. The use of information and communication technology (ICT), a weakness at the last inspection, has become central to teaching and learning in the school. Occasionally teachers talk for too long and do not give pupils enough opportunities to contribute ideas or sufficient time to consolidate their learning. Consequently, pupils' progress slows. The curriculum provides well for the development of basic skills and there is a range of programmes in place to help those who find things a little more difficult, including those with learning difficulties and disabilities. There is an outstanding range of enrichment activities, which provides opportunities for pupils to develop their skills and interests in many different areas. The high profile of sporting activities, in particular, contributes to pupils' exceptionally good understanding of the importance of a healthy lifestyle.

The new headteacher has made a very good start in building on the existing strengths of the school. He has established a strong staff team who share his commitment to improving the school still further. The new leadership team has a clear and realistic view of the school's strengths and weaknesses and is implementing a range of strategies to secure further improvement. However, the roles of senior leaders in raising achievement and improving teaching and learning are not yet fully established. Standards have risen since the last inspection and issues for improvement have been addressed. Together with the drive and commitment of staff and governors, this indicates that the school has good potential to get even better.

## **What the school should do to improve further**

- Ensure that teachers allow sufficient time for pupils to consolidate their learning in order to achieve as well as they can.
- Develop the role of senior leaders in raising achievement and improving teaching and learning.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good. Children begin school with skills and understanding that vary from year to year but are average overall. They make good progress and most reach the goals expected by the time they enter Year 1. Standards at the age of seven have fluctuated considerably in recent years but were significantly above average in 2006. Standards reached when children are aged 11 have been above average for the past two years, although lower achieving pupils have not done as well in mathematics as they have in English. Considerably improved expertise in the leadership team is helping teachers to address this issue. Pupils who left in 2006 had made good progress during their time in the juniors. This represented a significant improvement on the previous two years. Pupils in the current Year 6 are continuing to make good progress and more are working at the higher levels, indicating that more able pupils are achieving well. Pupils' exceptionally positive attitudes to learning and good basic skills ensure that they are well prepared for secondary school and the world beyond.

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

### **Grade: 1**

Pupils' personal development and well being, including the social, moral, spiritual and cultural dimensions, are outstanding. Their behaviour is exemplary. Pupils are very supportive of one another and feel that they matter to the adults around them because 'People make us feel very special', as one put it. Pupils' excellent spiritual development was illustrated very clearly in an assembly when pupils of all ages reflected thoughtfully on prayers written and led by two girls in Year 5. Their exceptional enjoyment of school is reflected in their enthusiasm for learning, good attendance and high level of participation in clubs and additional activities. Pupils' extremely good awareness of the importance of a healthy diet is evident in their enthusiasm for the nutritious meals provided at school. Pupils feel that they have a strong voice in the school through the school council and are very proud of the contribution they have made to improvements in the school environment. They even helped to interview the new headteacher! Pupils are also involved in the church and local communities and raise money for a variety of charities. All of these activities enhance their sense of citizenship.

## Quality of provision

### Teaching and learning

#### Grade: 2

One of the most important factors contributing to pupils' improving progress is the good quality of teaching and learning. Teachers have excellent relationships with their classes and generally high expectations of their work and behaviour. They plan well to meet the needs of all learners and they are using the new target-setting system effectively to raise the aspirations of pupils. Consequently, pupils are highly motivated and know what they need to do to improve their work. Specialist teaching has been very effective in putting the use of ICT at the forefront of teaching and learning. Teaching assistants make an important contribution to the quality of education, particularly for pupils with learning difficulties. Sometimes the introductions to lessons are too long and pupils are not sufficiently involved for teachers to be able to assess their understanding accurately. From time to time, this also means that pupils have insufficient time to reflect and produce work of high quality in follow-up sessions.

### Curriculum and other activities

#### Grade: 2

The curriculum is good. It provides well for the development of pupils' basic skills, which is reflected in pupils' improving progress. There is increasing range of additional help provided for those that need it although this has not yet had to time to result in improved standards, for example for less able pupils in mathematics. The curriculum in the Reception class is good and provides stimulating opportunities for pupils to flourish in all areas of their learning, although outside space is limited. The extent of curriculum enrichment is outstanding. Visits and visitors and a wide range of well-attended clubs make an exceptional contribution to pupils' personal development and enjoyment of education. Extensive use is now made of ICT to support pupils' learning; for example, in Reception children were excited by their animation project. They made models of characters in a story and then recorded individual frames using web cameras to create their moving images. The school also has an exciting global dimension through developing links with schools in France, Hungary and Greece.

### Care, guidance and support

#### Grade: 1

The care of pupils is at the heart of the school's work and central to its Christian philosophy. The school takes great care to ensure that children are fully protected, feel safe and secure and able to achieve well. This is recognised by parents who hold the school in high regard. One commented, 'The staff have safety as their priority.' Vulnerable children are supported extremely well, and this provision has been strengthened through the appointment of a family liaison officer. The school draws effectively on the expertise of a wide range of outside agencies to meet their needs. Academic guidance and support of pupils has developed significantly since September.

There are robust systems in place to check pupils' progress and to support those who find things a little more difficult. Target-setting has a high priority in school and helps to raise the aspirations of pupils, all of whom know what they are aiming for.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher has made a significant impact on the school in a short time, ably assisted by the new leadership team. Assessment systems are now robust and give teachers and pupils a shared view of the next steps in their learning. The leadership team has been extended and its capacity strengthened, although its role in relation to monitoring and evaluating the school's work has yet to be fully established. A high priority is given to the removal of barriers to learning and this is reflected in the appointment of a new inclusion manager who works with staff, pupils and families to ensure that all are able to achieve as well as they can. An innovative approach to leadership is shown in the appointment of an ICT consultant who has done much to ensure that ICT is at the forefront of teaching and learning in the school. Governors are becoming more involved in school life and are able to offer a good balance of support and challenge to school leaders.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

You may remember that I visited your school recently with another inspector. I am writing to thank you for being so friendly and welcoming. We really enjoyed our time at St James and talking to so many of you. I thought you would like to know what we found out.

First of all you and your parents are right to be proud of your school because it is a good school which is outstanding in some of the things it does. Everybody at the school looks after you extremely well and makes sure that you feel safe and secure and stay healthy. We were really impressed with your excellent behaviour and how enthusiastic you were in lessons. Well done! You are very lucky to have such a lot of extra things to do which you really seem to enjoy. Congratulations to the girls on their victory in the football match.

You do well at school because the teaching is good. You told us that you really like your teachers and that they make lessons fun. We have asked the teachers to make lessons even better by making sure that you have plenty of time to share your ideas and to complete your work. You are all using the computers and interactive whiteboards very well to help with your learning. We really liked the work the Reception children were doing with their animation projects. By the time you go on to secondary school you reach above average standards and are well prepared, thanks to the staff at St James. Those of you who find things a little bit more difficult are given lots of extra help.

Your new headteacher has made a very good start and you must be very pleased with your efforts as you helped to interview him! He gets lots of help from all the staff. Together they are working very hard to make things even better for you. The new leadership team is just beginning to check that things are going well for you, and needs to continue to do that to make sure that the school gets even better.

Best of luck to you all.

Yours truly,

Graham LeeLead inspector