

# Leyland St James Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	119476
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	291430
<b>Inspection date</b>	22 May 2007
<b>Reporting inspector</b>	Lynne Read

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 category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	212
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Deborah Peacock
<b>Headteacher</b>	Mrs Lillian Taylor-Bell
<b>Date of previous school inspection</b>	1 March 2003
<b>School address</b>	Slater Lane Leyland Lancashire PR26 7SH
<b>Telephone number</b>	01772 422572
<b>Fax number</b>	01772 451557

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This average-sized primary school serves the parish of St James in Leyland, near Preston. Pupils come from a very wide range of backgrounds and the proportion claiming free school meals is below average. When children enter the Nursery, their development is average for their age. There is a lower proportion of pupils with learning difficulties and/or disabilities than seen in most schools. The vast majority of pupils come from White British backgrounds. A significant number of pupils transfer to the school during the junior years.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Leyland St James judges itself as a good school and the inspection findings agree. It provides good value for money. Parents have confidence in the school. One wrote, 'Parents' involvement is not only appreciated but encouraged.' Parents' and pupils' views are valued and acted upon and good links with outside agencies, other schools and the church support pupils' learning well.

The headteacher provides good leadership. Since her appointment, she has been successful in promoting good teamwork and a shared vision for excellence. Management is firmly focused on high standards. New systems for checking and tracking pupils' progress and for setting challenging targets for future learning have raised the teachers' expectations of what pupils can achieve. Management responsibilities have been delegated so that information from assessment is well used by senior and subject managers to check the school's performance. Managers at all levels are fully involved in the school's self-evaluation, identifying areas for improvement and developing the relevant plans for action. Since the last inspection, the school has made good improvements, with a rapid rate of change recently. These good features show that the school has a good capacity to maintain its strengths and to improve further.

Children make a good start to their education in the Reception class and standards are a little above average by the time the children are ready for Year 1. Recent results show satisfactory achievement in Key Stage 1 and good achievement in Key Stage 2. The school's detailed records, together with pupils' completed work, show that pupils are now making good progress in Key Stage 1, owing to more challenging work set for them. By the time pupils leave Year 6, standards are above average overall, although they vary between subjects. Standards are high in science and mathematics but just above average in English. This year pupils' writing is developing at a faster rate and any gaps in learning are being identified and addressed quickly. More of the middle junior pupils are working at above average levels for their age but there is still scope for further improvement in order to raise standards in English to the high level seen in science and mathematics.

Teaching is good overall but there are a few inconsistencies in practice which result in variations in the rate of pupils' progress and quality of their learning. Although many lessons provide opportunities for pupils to be independent and active learners, some lessons do not challenge pupils' thinking and problem-solving skills to the full. Opportunities for pupils to evaluate their own work and progress are sometimes, but not always, provided, and the quality of advice given in the marking varies in its usefulness. The curriculum is good and pupils take advantage of the range of out-of-school activities to develop their interests and talents.

Pupils' personal development is good and is promoted effectively by the teachers through encouragement and rewards for effort or good deeds. The school's Christian foundation provides a strong and caring ethos which meets all pupils' needs. Pupils say they enjoy school. They learn to take responsibility, for example, by acting as monitors or on their school council. This helps them to develop a sense of community and prepares them well for life in the wider world. A strong emphasis on personal and health education enables pupils to make informed choices about their lifestyles. Attention to safety issues, including checking on the suitability of staff and helpers, is meticulous.

## What the school should do to improve further

- Raise standards of writing in Key Stage 2.
- Ensure that the marking of pupils' work always shows them how to improve.
- Make lessons consistently challenging, developing the pupils' thinking and problem-solving skills.

## Achievement and standards

### Grade: 2

Standards are above average and pupils achieve well although there are some differences in progress between subjects. Children's attainment at entry to Reception varies widely but is generally about average. They make good progress in all areas of learning. By the end of the Reception year, their attainment is just above average which marks a good improvement over recent years.

In Key Stage 1 standards are average, as shown by the results of national assessments. The introduction of regular assessments and targets for learning has helped to raise teachers' expectations and, as a result, the current Year 1 and 2 pupils are making good progress. In Key Stage 2 pupils also make good progress and overall standards are above average. The national test results show that science and mathematics are the stronger subjects with a high proportion of pupils exceeding the level expected for their age. Pupils make good progress in reading but their progress is slower in writing. The school recognises that problems with assessment and the absence of clear learning goals in English have led to uneven patterns of progress in the past. However, new measures are addressing the problem. Samples of writing from middle junior classes show a good improvement in their progress in writing, although standards in written work are still not as good as those in science and mathematics.

Pupils who have learning difficulties and/or disabilities make good progress and have good self-esteem. Measures to boost girls' confidence in mathematics are successful and girls are now making progress similar to that of the boys. Many pupils entering part way through the juniors have experienced difficulties in their previous schools. They are well supported, settle quickly and do well.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being are good. Pupils' enjoyment of school is clearly reflected in their positive attitudes and very good behaviour. Pupils say there is no bullying; they feel safe and secure and have a good understanding of what constitutes a healthy lifestyle. Attendance is good; it has improved, following an effective campaign to discourage holidays taken in term time.

Good spiritual, moral and social development stems from the school's caring ethos and strong links with the church and community. The quality of relationships is very good and this helps pupils to develop confidence and self-esteem. Pupils collaborate very well in lessons and on the playground. Pupils make their views clear in the school council, and make a good contribution to decision-making. For example, they were consulted on the design of the adventure equipment and their ideas for rewarding good friendship have been adopted. In good preparation for their future economic well-being, pupils develop secure skills of literacy and mathematics and they take responsibility for jobs around school.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching is good overall. In the Reception class, the children learn through short adult-led sessions and practise their new skills and knowledge in a range of activities of their own choosing. Across all age-groups, relationships in lessons are good and pupils trust their teachers. This means that they develop good attitudes to learning and a willingness to persevere with tasks. Teachers make the purpose of the lesson clear so pupils know what is expected of them.

Many improvements have been made in teaching. Where new practices are not fully embedded, there is a lack of consistency which leads to differences in the rate of pupils' progress. Some lessons contain an interesting mixture of tasks which motivate pupils and promote skills of independent learning. These include practical and collaborative work or opportunities for problem-solving or investigation. In some lessons, tasks lack challenge; they are too narrow in scope and require no more than simple answers, providing little opportunity for creative thinking. The quality of advice given in marking and opportunities for pupils to evaluate and improve their own work are often good but vary between classes. The marking of pupils' work does not always help pupils improve. When pupils have opportunities to evaluate their own work and progress, their skills of independent learning are well supported.

### Curriculum and other activities

#### Grade: 2

The curriculum is good. It promotes pupils' academic, creative and physical skills in a balanced way and includes a modern foreign language. Throughout school, a good emphasis is placed on skills in literacy, mathematics and information and communications technology. Staff are currently working on streamlining planning in order to provide more opportunities to consolidate and practise these key skills. The curriculum is enriched well by a range of visits and visitors to the school, extending life experiences and helping to make learning fun. Interesting extra-curricular activities, including sport and music, are enjoyed by a good number of pupils. They especially commend the residential visits and the summer camp on the school field.

The curriculum and learning environment in the Reception class are stimulating and invite children to explore. The outside classroom is used creatively but a lack of space means children do not have enough opportunity to use climbing equipment or wheeled toys.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good. The school takes very good care of its pupils and their welfare is at the heart of its work. Child protection and health and safety procedures are well established and effective. An extensive range of rewards are highly valued by pupils and motivate them very effectively. Pupils' individual needs are fully recognised and met. Adaptations to the curriculum and additional help to ensure that pupils who experience emotional or learning difficulties can take full advantage of all that the school offers. Good induction arrangements ensure that Reception children and pupils new to the school are welcomed and settle quickly. Good transition arrangements are in use and pupils say they are confident about their move to secondary school.

The school tracks individual pupils' progress constantly and teachers use this information well to plan the next steps in learning. Together with their parents, pupils have regular meetings with teachers where progress and future targets are discussed. Pupils find the review of their progress very useful in understanding how and why their targets for learning have been devised and what they need to do next.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. A good and caring ethos stems from the school's Christian foundation and is shared by all the adults who work enthusiastically as a strong team. The headteacher provides good leadership which is based firmly on the drive for high standards; she is well regarded and respected. The school knows its strengths and accurately identifies where there is a need for improvement through a cycle of checking and evaluating provision. All groups of staff, parents, pupils and governors are included in this process. The success of the approach is seen in the way that the school has improved progress this year in Key Stage 1 and in writing at Key Stage 2. The subject managers' role has recently been developed so they now have a sound overview of their subjects through checking planning and completed work and by working with different age groups although they do not yet monitor lessons.

The learning environment is stimulating; administration is very effective and standards of maintenance and cleanliness are very good. These factors reflect a shared sense of pride among all adults at the school and their commitment to providing the best for the pupils. Governors understand the strengths of the school thoroughly and take a good, active and critical role in the process of monitoring the school's performance. Governance is good and all statutory requirements are met.

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## Annex A

## 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>
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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?	2
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>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
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>	2

<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.

## Annex A

**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**

23 May 2007

Dear Pupils

Inspection of Leyland St James Church of England Primary School,  
Leyland, PR26 7SH

Thank you for the very warm welcome you gave me when I recently visited your school. You made my visit enjoyable and gave me some very useful help. In return, I would like to share my findings with you.

St James is a very happy and friendly school. Your attitudes and behaviour are good and you take good care of each other. You work hard and are making good progress. Well done, you are a credit to your school and families.

The headteacher and staff go to great lengths to make sure you are safe and happy. You like your teachers and that encourages you to try hard. Please thank your parents for sending lots of replies to the questionnaire. The vast majority are pleased with what the school provides and the progress you make.

The junior pupils have worked hard to improve their writing skills but there is still some more work to do to make your progress in this area as super as it is in science in mathematics. I'm sure you can do it! I saw some really interesting lessons where you had lots of challenge, problems to solve and things to find out. I also saw some good work where you had followed your teachers' suggestions on how to improve. Your teachers agree that more of this type of practical work and advice will help you to keep up the good standards you are currently achieving and improve even further.

Thank you once again for the interesting conversations I had and for letting me know your views so clearly. There is a great deal about your school of which you and the staff should be proud. Please accept my best wishes for the future.

Yours sincerely

Mrs Lynne Read

Lead inspector