

# St James' Church Primary School

## Inspection report

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<b>Unique Reference Number</b>	107304
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	309371
<b>Inspection dates</b>	6–7 May 2008
<b>Reporting inspector</b>	Carmen Markham

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 controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	230
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms S Gregson
<b>Headteacher</b>	Mrs J Coyle
<b>Date of previous school inspection</b>	13 September 2004
<b>School address</b>	Chelwood Drive Allerton Bradford West Yorkshire BD15 7YD
<b>Telephone number</b>	01274 777095
<b>Fax number</b>	01274 772488

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average sized school draws pupils from an area of predominantly social and economic disadvantage. The proportion of pupils eligible for free school meals is three times the national average. More than half the pupils join the school part-way through their primary school education. Most pupils are of White British heritage but there is an increasing range of multi-ethnic backgrounds reflecting changes in the locality. The number of pupils who speak English as an additional language is above the national average. The proportion of pupils with learning difficulties and/or disabilities is also above average. The school has achieved the Investors in People and Investors in Pupils awards.

## 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' Church Primary is a good school with some outstanding features. It has significant strengths in its provision for the personal development of pupils and provides outstanding care, guidance and support. Consequently, pupils enjoy their education and are ready to learn.

The school has outstanding partnerships with parents and outside agencies to promote pupils' well-being. The personal development of pupils is good and they behave well. Pupils grow quickly in maturity so by Year 6 they are effective members of the school community. Their spiritual, moral, social and cultural development is good. Pupils enjoy taking responsibility and increasingly make informed choices about their health and behaviour. Their commitment to healthy lifestyles is outstanding.

The leadership and management of the school are good. They ensure that pupils make good progress and that they get the most out of school. The many improvements made by the school are attributable to the vision, commitment and strong teamwork of the headteacher, the deputy headteacher, school leaders, staff, parents and governors. Together they have developed a community where learning is valued regardless of the age of the pupil. The leadership team has high expectations. It knows the school's strengths and weaknesses well and develops good strategies to address areas for development. The budget is well managed and the school provides good value for money. The school has a good capacity to improve as demonstrated by the significant improvements already made in attendance.

Pupils throughout the school achieve well in relation to their exceptionally low starting points. Standards at the end of Years 2 and 6 are slightly below average in English and mathematics but much lower in science. Until recently, insufficient emphasis on science along with some inconsistent teaching has prevented standards improving as quickly as they should. Therefore, raising standards in science is a priority. Pupils who start the school in the Nursery and continue through to Year 6 gradually close the gap between the standards they achieve and those expected nationally. This is because they have continuity in their education and they learn well from good teaching.

However, despite this good provision, those who typically join the school sometime between Nursery and Year 6 find it hard to close this gap because of the discontinuity in learning they have experienced. The school meets the needs of pupils well. Pupils with learning difficulties and/or disabilities and those who are learning English as an additional language receive excellent support and make good progress. Similarly, such very strong support for the more able pupils means they achieve their potential.

Teachers plan lessons thoroughly. They work effectively with high quality teaching assistants, a range of good resources and a good curriculum to involve pupils in their learning to help them progress well. The quality of teaching is good overall although a minority of lessons are less strong because the pace of learning is not quick enough and work is not always well matched to all pupils' needs. This is a main area of improvement for the school. Assessment, target setting and the monitoring of pupils' progress are all done well and pupils know what they need to do to make progress.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

On entry to the Nursery, most children have skills that are well below, and sometimes exceptionally below, those expected in children of the same age, particularly in relation to their linguistic and social skills. The good teaching they receive enables them to make good progress from such low starting points. Consequently, by the end of Reception children have improved well even though they are working below the expected levels in most areas of learning. Mathematics development is the strongest area of achievement while communication, language and literacy is the weakest, but within that good progress is made in reading. Children make good progress in relation to their personal, social and emotional development. Those with learning difficulties and/or disabilities also make good progress as they are extremely well supported. The Foundation Stage is well organised and leadership and management are good. Planning is thorough and the assessment and tracking of children's progress is also good. The learning environment is stimulating and well planned. It enables children to learn in a safe and harmonious environment. Use of the outside play area is limited as it is not directly accessible from the Foundation Stage area so children only use it for an hour in the morning and an hour in the afternoon. It also lacks free-standing equipment that would enhance physical development.

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

- Raise standards in science throughout the school.
- Improve the quality and consistency of teaching so that it reflects the best practice in the school.
- Improve the quality of outdoor provision in the Foundation Stage.

## **Achievement and standards**

### **Grade: 2**

In Years 1 and 2, pupils achieve well as seen in their improved standards by the end of Year 2 even though they are currently below average in all subjects, as they were in 2007. Standards attained by pupils when they leave school at the end of Year 6 have been below average. Current standards in Year 6 are better than they were in 2007 but are still slightly below average. Pupils are attaining higher standards in mathematics and English than in science. Despite the scope to raise standards even further, particularly in science, pupils make good progress and achieve well. This is even more remarkable considering more than half of the pupils currently in Year 6 entered the school after Year 2. Pupils who have learning difficulties and/or disabilities make particularly good progress. This is because of the excellent nurturing and support programmes, which the school uses to sustain them. For the same reasons pupils who do not speak English as their first language also progress well.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good and stems from the inclusive, caring nature of the school. The school is particularly good at encouraging social and moral development and this results in pupils behaving well, enjoying school and increasingly considering the needs of others. Pupils say that bullying is rare and that problems are quickly sorted out should they occur. The school works hard and employs a range of strategies to

maintain the satisfactory levels of attendance. Pupils make a good contribution to the school community. They like to help others and carry out their various jobs willingly. Pupils are polite and well mannered and conduct themselves in an orderly fashion around school. Relationships are very good and pupils of all backgrounds show a good level of respect for each other. Pupils gain an excellent awareness of healthy lifestyles, participate in a whole range of physical activities and understand how important it is for them to stay safe. Pupils gain increasing levels of confidence and learn to work both independently and cooperatively with others. Although many aspects of the school's work prepare pupils well for the future, below average standards in basic skills limits the success of some pupils.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils learn well, do their best and respond to teachers' high expectations of good behaviour. Their progress is systematically tracked and this information is used effectively to identify pupils who need additional help and to plan future lessons. Good use is made of interactive whiteboards and other aspects of information and communication technology (ICT) to engage and motivate pupils, particularly boys. In the best lessons the pace of work keeps pupils motivated, tasks are demanding and pupils take responsibility for their own learning. Satisfactory lessons are characterised by a slower pace, too much talking by the teacher and activities that are not always well matched to all pupils' needs. The very productive support from teaching assistants ensures that all pupils who need extra help can play a full part in lessons and activities. This ensures that these pupils make the same good progress as their classmates. Marking and assessment are good as there is an emphasis on setting and achieving targets that enables pupils to know how to improve their work. Pupils enjoy the school's approach to this process and say, 'It is fun.'

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is successful in meeting the needs of pupils, providing well for literacy, mathematics and ICT, where pupils make good progress. There have also been recent improvements in the provision of science but these have not had sufficient time to result in improved standards. Pupils are given good opportunities to learn how to stay safe and healthy. Excellent displays around the school celebrate pupils' successes and show the breadth of the curriculum. An imaginative new set of creative topics has been introduced. These enhance learning by making meaningful links between subjects and are based on the previous learning of pupils. They include opportunities to set up an advertising agency and the production of a trailer for a film to develop pupils' persuasive writing skills. Opportunities for enrichment are good and provide for as many different interests as possible. They include a good range of visitors and visits as well as a residential outdoor pursuit experience for pupils in Year 6. Varied programmes of learning activities and after-school clubs on offer all add to pupils' enjoyment of school. Sport and music are strengths of the curriculum.

## Care, guidance and support

### Grade: 1

The care, guidance and support given to pupils are outstanding. Comprehensive safeguarding procedures are in place and child protection procedures are robust. Safety checks and assessments of risk are carried out rigorously. Relationships between staff and pupils are excellent and, as a result, pupils feel safe, secure and know whom to turn to if they have problems. Pupils and parents speak very highly of the school's welcoming nature and friendly atmosphere. Staff are excellent role models, treating pupils with respect and having high expectations about behaviour. The significant improvement in attendance is due to the school's exceptionally good management of attendance issues. The school monitors closely the progress of vulnerable pupils, including those who join the school after the usual admission time as well as pupils learning English as an additional language. It provides extremely well for their needs. Links with parents and outside agencies are excellent and have a positive impact on supporting pupils and their families. The support for vulnerable pupils, such as those with behaviour and emotional difficulties, is outstanding and a major reason why achievement for these pupils has improved. The school has a firm and realistic grasp of how well pupils are doing and what progress they are making.

## Leadership and management

### Grade: 2

Good leadership and management have created a very inclusive school in which the needs of all pupils are of prime importance. Parents and carers are welcomed into school also as learners and this provides pupils with good role models for learning. High quality teamwork creates an atmosphere of unified purpose in relation to putting learning and achievement first. Governors work closely with the leadership and management team to ensure that pupils benefit from a good quality provision, achieve well and establish firm foundations for their future lives. This well organised leadership and management ensures that all aspects of the school are monitored and evaluated effectively. The leadership team and governors are constantly aware of the school's strengths and areas that require development. The school's evaluation of itself is accurate. Therefore, appropriate priorities for improvement have been identified and a full range of strategies effectively implemented. These have successfully led to improvements in most aspects of the school's work except, so far, in science and in the consistency of teaching.





## Annex A

## Inspection judgements

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

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

### The quality of provision

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

## 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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of St James' Church Primary School, Bradford, BD15 7YD

On behalf of the inspection team, I would like to thank you for making us so welcome in your school. You were all very polite and helped us to find our way around. We admired the beautiful displays of your work. We also enjoyed talking to you and finding out about your school council and the work you do in lessons.

We think that your headteacher and the staff all work hard to make your school successful. We judge it to be a good school. The staff look after you very well and most of you feel safe and happy in school. You make good progress in lessons because your teachers plan them carefully. They also make sure that they involve you in a lot of interesting topics, activities and visits so that you can practise new skills and improve your understanding of the world. The visit to the pantomime was obviously a great success.

Most of you attend school regularly and arrive on time. You behave well and so you are able to listen and learn. We noticed that you take good care of each other so that you can all enjoy school. You also know very well how to stay healthy and safe and make the most of all the exciting activities the school provides during and after school. Investors in Pupils has helped you to understand your targets and encouraged you all to make a real effort to do better.

One of the reasons for our visit was to see how your school could improve. Although most of you are making good progress in English and mathematics we think you could do better in science; so we have asked your school to help you to raise standards in science. We have also asked teachers to make sure that all lessons are as good as the best ones. Finally, we have asked the school to improve the outdoor play area for children in the Nursery and Reception classes.