

## St James' CofE Controlled Primary School

### Inspection report

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<b>Unique Reference Number</b>	112818
<b>Local Authority</b>	DERBYSHIRE LA
<b>Inspection number</b>	311017
<b>Inspection dates</b>	10–11 September 2007
<b>Reporting inspector</b>	David Speakman

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	306
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Vincent Burston
<b>Headteacher</b>	Mr Chris Jones
<b>Date of previous school inspection</b>	28 June 2004
<b>School address</b>	Chadwick Street Glossop Derbyshire SK13 8EF
<b>Telephone number</b>	01457 852427
<b>Fax number</b>	01457 852427

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average primary school but the number on roll is falling. The proportion of pupils entitled to claim a free school meal is below average. Most pupils are White British although a few come from a range of minority ethnic backgrounds. A small number of pupils are at the early stages of learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational needs, is below average. Attainment when children join the Nursery is typical for children of this age. The school has an excellence award for its work in anti-bullying and it has gained Investors in People, Basic Skills Quality Mark and the Artsmark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school with good features. Strengths include pupils' personal development, the quality and range of learning opportunities, the care and guidance shown to pupils and aspects of leadership and management. The school provides satisfactory value for money.

Pupils' achievement is satisfactory at all stages. Standards have improved recently and are now broadly average at the end of Year 6. Attainment at Key Stage 2 was below average in English, mathematics and science. The headteacher and senior leadership team carefully and critically evaluated the school's performance, and accurately identified areas in need of improvement. From this good quality school self-evaluation, they devised and implemented appropriate strategies to raise pupils' achievement. Although self-evaluation is not fully embedded in the school's culture, inspection findings indicate that actions taken have been effective. There has been significant improvement in Year 6 test results in 2007 in English, science and particularly in mathematics. The school's leaders and managers realise that strategies to raise standards have not yet had a full impact on raising outcomes for Year 6. However, school assessment data indicates that these strategies have had a significant impact on all other year groups. This and the school's other strengths indicate that it has a good capacity to sustain improvement and raise standards further.

Pupils enjoy coming to school and their attendance is satisfactory. Pupils' spiritual, moral, social and cultural development is good and pupils behave well in and around school. Parents think highly of the school and their responses to the inspection questionnaires show they appreciate what the school does for their children. Pupils eat healthily and stay physically fit through joining in the good sporting opportunities provided for them. Pupils make a good contribution to school life and support each other well so that they feel safe. The focus on developing pupils' entrepreneurial skills and the improving position in relation to standards in numeracy and literacy mean that pupils are prepared well for their future.

Teaching and learning are satisfactory. Teachers plan learning activities well to match pupils' capabilities in mathematics and in lessons for younger pupils. However, this feature is not yet as secure in planning for English at Key Stage 2. The school has recognised this as an area for immediate development. The curriculum is good and links made between subjects make learning meaningful for all pupils. Pastoral care is good. Strong links with other schools and agencies support this aspect of the school's work well. Recently implemented systems to set targets for pupils and monitor their achievement have been effective in raising standards, particularly in the last year.

## Effectiveness of the Foundation Stage

### Grade: 2

The quality of education in the Foundation unit is good and is a strength of the school. The unit is managed well. Children settle quickly into the lively and stimulating environment and make good progress.

Teachers and teaching assistants in the Foundation Stage have a strong and very effective working partnership, which ensures their complete focus on meeting the needs of all children. They plan a comprehensive programme of carefully structured activities that give good support to the development of children's knowledge, skills and understanding. Thoughtful and regular

use of assessment to discover what children know and what they need to do to move forward is one of the main factors in ensuring good learning.

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

- Make sure that work is matched well to pupils' capabilities in all lessons but especially at Key Stage 2.
- Implement the plans to consolidate and strengthen the strategies used for self-evaluation and ensure outcomes are used to inform school planning, bringing about any required improvements.

## **Achievement and standards**

### **Grade: 3**

Children start school with standards that are broadly in line with those found nationally, with some weakness in their communication skills. By the time they move into Year 1 the majority have reached most of the goals expected for their age. There has been a trend of satisfactory achievement at Key Stage 1 with average standards at the end of Year 2 in reading, writing and mathematics. Latest teacher assessments show similar standards for 2007. There has been underachievement at Key Stage 2 in recent years, but effective strategies based on regular target setting, monitoring and tracking of pupils' achievement have led to a significant improvement in the latest Year 6 test results. They were above average in English and broadly average in mathematics and science. Attainment over the Key Stage has been satisfactory, but the progress made by Year 6 pupils accelerated during the last school year. Progress made by other year groups in Key Stage 2 shows similar or better improvement. Pupils with learning difficulties and/or disabilities and those with English as an additional language make similar progress to other pupils.

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

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. A strong Christian ethos supports pupils' understanding of right and wrong. Pupils have a strong social awareness, are friendly, confident and have an open manner. They have raised considerable funds to support charities and to equip the playground with play equipment. The school has established a vibrant musical tradition and pupils are proud to participate in performances to celebrate their musical and artistic skills.

This gives them a high profile in the local community. They have a good appreciation of their own culture and of others within their global perspective. School councillors are proud of the impact they have on school developments. Others are keen to be picked as 'playground buddies' and to take on other responsibilities to help make the school a safe place. Behaviour is good and parents and pupils consider that any bullying is dealt with swiftly, sensitively and seriously. Pupils are knowledgeable about the benefits of exercise and healthy eating and join the good range of physical activities enthusiastically, including 'Wake Up and Warm Up'.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory. The school has identified aspects of teaching for improvement and recent results indicate that it is becoming more effective in raising attainment. The purposes of the lessons are included in teachers' planning but sometimes these are not specific enough to match the tasks to the different ages and levels of ability in the mixed-age classes. Occasionally, there could be more challenge for the more able pupils. Lesson planning includes good links between different subjects, which raise pupils' interest and enable them to recognise the purpose of what they are doing. This and the good opportunities for independent and group work promote pupils' enjoyment of lessons. Consequently, pupils behave well and when there is a need to correct pupils it is done sensitively and calmly. Teachers work well with the teaching assistants, who provide effective support for groups of pupils, including those with learning difficulties and/or disabilities.

### Curriculum and other activities

#### Grade: 2

The curriculum is good. There has been a lot of recent development in the quality and range of activities provided. The curriculum now supports improved pupil progress, particularly at Key Stage 2. The structure adds excitement and relevance by linking subjects so that pupils have enjoyment in what they are doing. Consequently, they are able to apply their knowledge skills and understanding across all subjects. Strong emphasis on music, art and languages expands pupils' cultural horizons and enhances their personal development. There is a wide range of highly effective visits and good quality links with other schools in England and Europe. Pupils and parents appreciate these features. The school recognises that it has still more work to do in order to consolidate these developments and to build in to the curriculum an even more consistent level of challenge.

### Care, guidance and support

#### Grade: 2

The care, guidance and support pupils receive are good. Effective pastoral support managed by the special needs coordinator and the use of a range of specialist workers provides good guidance for pupils. Parents consider that any issues which develop are treated with understanding and outcomes of investigations are fed back to them swiftly.

The school works hard to support the most vulnerable children and makes sure that emotional concerns do not impede their learning. All procedures are in place to ensure that pupils are safe and their health and safety assured. Pupils' views are respected and the school council is a potent force in the school but the views of the youngest school members are not yet represented. Effective procedures are now in place to track pupils' academic progress carefully so teachers can identify pupils who are underachieving. This information is beginning to be used well to plan challenging targets. Pupils are mostly clear about what they need to do to improve their work and parents are happy that they too know how well their children are progressing.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory overall, although some important areas are more effective in raising pupils' achievement than others. The headteacher has established a clear direction for moving the school forward and effective school improvement is based on the senior leaders' accurate evaluation. However, strategies used to evaluate the school's performance are not yet fully inclusive and sufficiently well embedded in the school's culture to ensure a consistently high quality of education for all pupils. Nevertheless, the leadership of the headteacher and the senior leadership team is strong and clearly focused on raising achievement. This is an improvement since the previous inspection. For example, teachers now have to account for their pupils' achievement. Each term, the headteacher and teachers discuss together pupils' individual performance, based on detailed tracking data. Teachers' and teaching assistants' performance management targets link closely to pupils' achievement. There is good provision for the professional development of staff to keep them informed of current requirements. The governors' work in the school is good. They support and challenge the school well. Governors show a good knowledge of the school through direct involvement and good quality information provided by the headteacher.

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## 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?	3
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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### 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	2
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	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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**

12 September 2007

Dear Children

Inspection of St James' CofE Primary School, Glossop, Derbyshire. SK13 8EF

Thank you very much for making me and the other inspectors so welcome when we visited your school recently. We enjoyed the time we spent in lessons and talking to you throughout our two days in school. We think your behaviour is good and this helps you and your teachers concentrate on your learning. We are pleased that you enjoy school and feel safe. You are confident that you are well looked after and that any problems you have will soon be sorted out by adults in school. This good example rubs off on you and we are impressed by how well you get on together.

The standards you reach at the end of Year 6 are improving. Mr Jones and your teachers have been concerned about the progress some of you have made between the end of Year 2 and Year 6. They have worked really hard to check on your progress and this is improving. Test results at the end of Year 6 are now better. You can help your teachers by making sure that you continue to cooperate with them and work hard so that you can do your very best. We have asked your teachers to make sure that all of you get work that is challenging enough to help you improve. We have also asked your headteacher and teachers to make sure the recent improvement continues. You also have a big part to play in ensuring that your school continues to improve.

We wish you all well in the future.

Yours sincerely

David Speakman

Lead Inspector