

# 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>	339448
<b>Inspection dates</b>	30 November –1 December 2009
<b>Reporting inspector</b>	Julie Price Grimshaw

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 of pupils on the school roll</b>	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fr Iain Mossley
<b>Headteacher</b>	Mrs Lillian Taylor-Bell
<b>Date of previous school inspection</b>	2 May 2007
<b>School address</b>	Slater Lane Leyland Preston PR26 7SH
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and held meetings with governors, staff, groups of pupils and parents/carers. They observed the school's work, and looked at pupils' work, improvement planning, a range of policy documents, national published assessment data and the school's own data. Inspectors also analysed 32 parental/carer questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively the school had identified the reasons for recent fluctuations in attainment, particularly in mathematics, and taken steps to deal with these
- the impact of the school's strategies to establish consistency in the quality of teaching
- pupils' awareness of faiths and cultures other than their own
- the extent to which provision and outcomes in the Early Years Foundation Stage have improved since the last inspection.

## Information about the school

The school is slightly smaller than average and serves the parish of St James in Leyland, near Preston. The large majority of pupils are of White British heritage and almost all speak English as a first language. The proportion of pupils with special educational needs and/or disabilities is just below the national average. There is provision for the Early Years Foundation Stage in the Reception class. There is a privately funded setting on the school site which is subject to a separate inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Leyland St James is a popular school that is at the heart of the local community. Pupils are proud to attend and take great pleasure in welcoming visitors. They say that the school 'feels like a big family', and are very appreciative of the good quality care provided by staff. Many parents are keen to praise the school's work, as reflected in comments such as, 'I feel very lucky that my child received a place at St James', and 'My children's experience at St James is totally positive and happy.'

Pupils achieve well in this happy and friendly environment. They make good progress throughout school and by the end of Year 6 attain standards that are generally above average. Test results over recent years show that while overall attainment remains above average, standards in mathematics have gradually declined and are now in line with average. The school has analysed the reasons for this and has accurately identified the need to improve pupils' skills in problem solving. Strategies to address this issue have been put in place, and the school's own data show that attainment in mathematics across the school is now starting to improve.

Pupils are confident and self-assured. They feel safe and secure in school and know how to stay safe, for example, when using the internet. Pupils have an outstanding knowledge of how to stay healthy; they are able to talk at length about the properties of particular foods and the impact of various forms of exercise. The school's very good provision in this area results in the great majority of pupils choosing to adopt healthy lifestyles. Pupils' spiritual and moral development is particularly strong and is very well supported by the school's Christian teachings. Their social development is also good and is promoted well through various aspects of the curriculum. However, pupils have limited knowledge of faiths and cultures other than their own. The school's promotion of community cohesion is satisfactory. Work within the local community is a strength, but there is insufficient focus on cultural diversity within the global community.

The leadership team has an accurate overview of the school's strengths and areas for development informed by thorough monitoring of all areas of its work. Relative weaknesses in teaching and assessment identified at the time of the previous inspection have now been addressed and, as a result, these aspects are of consistently good quality. Provision and outcomes for the Early Years Foundation Stage have also improved since the last inspection and are now good. This track record, coupled with a strong commitment to further development, means that the school's capacity for sustained improvement is good.

**What does the school need to do to improve further?**

- Raise attainment in mathematics by July 2010 by paying particular attention to the development of pupils' problem-solving skills.
- Develop the promotion of community cohesion and improve pupils' cultural development by:
  - building their awareness of a range of faiths and cultures
  - increasing the school's focus on diversity within the global community.

## Outcomes for individuals and groups of pupils

<b>2</b>
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Pupils across the school have good attitudes to learning. They are enthusiastic and motivated in lessons and apply themselves well to tasks. Pupils have good independent learning skills as a result of the school's focus on these, from the Early Years Foundation Stage throughout the school. They behave well and are respectful of adults. Their well developed skills in literacy, numeracy, and information and communication technology and the school's work in promoting economic awareness mean that they are effectively prepared for the next stage of their education. Pupils work particularly well in teams; this was clear in a science lesson, where groups of pupils moved eagerly between tasks carrying out experiments with good levels of collaboration. The school has worked very successfully to improve attendance rates which have now risen to above average.

All groups of pupils, including those with special educational needs and/or disabilities, make good progress across the school. Data show that in previous years boys have made better progress than girls; this issue has now been tackled successfully, and there is no discernable difference in the achievement of different groups. Overall, attainment has remained above average in recent years. In 2009, standards in English and science improved compared to the previous year, although attainment in mathematics fell to average levels. The proportion of pupils attaining the higher level (Level 5) in English and science are above average, reflecting the success of providing suitably challenging work for higher ability pupils in lessons.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>	
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	<b>2</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### **How effective is the provision?**

Teaching is consistently good throughout the school. Teachers manage behaviour well and ensure that learning progresses at a good pace throughout the lesson. In almost all lessons, work is well matched to pupils' ability levels. Effective support from teaching assistants means that pupils who find learning difficult make good progress, and the most able pupils respond very positively to the challenging work provided for them. In a small minority of lessons, pupils of average ability needed frequent monitoring in order to prevent their pace of learning slowing down. Teachers use questioning skills very well, particularly at the end of lessons when encouraging pupils to reflect on their learning. Assessment procedures are particularly effective; pupils receive regular feedback on their learning. The quality of teachers' marking is good, and in the best examples pupils are encouraged to enter into a written dialogue with teachers on the progress they have made.

Staff are in the process of reviewing the curriculum and modifying the provision with the emphasis on the development of key skills. Work carried out so far has been successful, and the curriculum meets the needs of all pupils. Leyland St James is a Forest School, and this initiative has been particularly successful in promoting the development of pupils' social and communication skills. A good range of enrichment activities, including popular residential visits, enhances the provision further.

Good quality pastoral care and close attention to safeguarding contribute to pupils' sense of safety and security. The school ensures that it meets the needs of its most vulnerable pupils, and the contribution of the nurture groups is valued by pupils and their families.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	<b>2</b>
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>

**The effectiveness of care, guidance and support****2****How effective are leadership and management?**

The headteacher has worked effectively with senior managers and the staff to ensure that the school has improved well since the previous inspection. Leaders promote a shared vision for the school's future among all staff through meetings, discussions and an established programme of monitoring. Development planning reflects the school's main issues for improvement, although in a few cases, intended outcomes are not always expressed clearly enough in terms of measurable impact. Governors are totally committed to the school and fulfil all their responsibilities well, including ensuring that safeguarding procedures are effective. They have a wide variety of skills and are allocated individual responsibilities based on their own particular areas of expertise. Nevertheless, they are not consistently involved in evaluating all aspects of the school's work. The school carries out some very good work within the local area, and leaders and governors are fully aware of the need to improve the promotion of community cohesion in a national and global context.

The school works well with parents and carers, who clearly appreciate efforts to involve them fully in their children's learning and the life of the school. The school runs successful workshops for parents, for example, on behaviour management and internet safety. The school works well in partnership with external agencies, such as inclusion services and social care, to ensure that pupils have the help they need in order to make good progress. The promotion of equal opportunities is good and pupils are valued as individuals.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

## Early Years Foundation Stage

Children join the Reception class from a number of pre-school settings, including a privately funded setting on the school site. Their attainment on entry to Reception is in line with typical age-related expectations. Children make good progress in all areas of their learning, and by the end of Reception the majority have reached or exceeded average skill levels for their age.

Provision in the Early Years Foundation Stage is consistently good, and has improved since the previous inspection. Competent and knowledgeable staff are very effectively deployed; they are skilled in leading learning activities as well as providing an appropriate level of support for children's learning through play. Children learn to share, take turns and work in teams as well as individually. The use of assessment information is particularly strong, enabling staff to plan the next steps for children's learning. There is good attention to children's welfare and safety. Children are happy and settled within this bright and stimulating learning environment. The outdoor area is relatively small and this limits the opportunities for supporting the learning that takes place indoors; the Early Years Foundation Stage leader is well aware of this and the school is investigating solutions.

Leadership and management of the Early Years Foundation Stage are good. The leader has clear plans for future development and ensures that all staff are fully aware of the part they play.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The rate of response was relatively low, with under a fifth of parents and carers returning questionnaires. Almost all were entirely positive, with a significant proportion including comments that praised the work of the school's staff. A very small minority of parents and carers felt that the precise needs of their children were not always met. Evidence gathered during the inspection indicated that the school works well to meet pupils' individual needs.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Leyland St James Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 32 completed questionnaires by the end of the on-site inspection. In total, there are 214 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	69	10	31	0	0	0	0
The school keeps my child safe	27	84	5	16	0	0	0	0
The school informs me about my child's progress	18	56	14	44	0	0	0	0
My child is making enough progress at this school	21	66	8	25	3	9	0	0
The teaching is good at this school	20	63	10	31	2	6	0	0
The school helps me to support my child's learning	19	59	11	34	2	6	0	0
The school helps my child to have a healthy lifestyle	25	78	7	22	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	44	16	50	0	0	0	0
The school meets my child's particular needs	19	59	10	31	3	9	0	0
The school deals effectively with unacceptable behaviour	20	63	11	34	1	3	0	0
The school takes account of my suggestions and concerns	16	50	14	44	2	6	0	0
The school is led and managed effectively	19	59	13	41	0	0	0	0
Overall, I am happy with my child's experience at this school	22	69	9	28	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



02 December 2009

Dear Pupils

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

As you know, I visited your school recently together with two other inspectors so that we could find out how well your school is doing. I would like to thank you for making us feel so welcome and for sharing your views with us. I would also like to share our main findings with you.

You told us that your school was good and we agree with you. The staff work hard to help you make good progress during your time at Leyland St James and we know that you appreciate this. You behave well, and you were so polite and welcoming to us. We were very impressed with your knowledge of how to stay healthy; this aspect of your development is outstanding, and we hope that you keep up the good work by continuing to adopt a balanced diet and take plenty of exercise.

Your school has a real family atmosphere and does lots of good work in the local community. You are developing into mature and responsible young people, but we think that your knowledge of other faiths and cultures could be better. We have asked the school to look at ways of helping you learn more about this, and we are sure you will enjoy this work.

The standards that you reach by the end of Year 6 are above average, so well done! However, recently, standards in mathematics have not been quite as high as those in English and science. The staff have looked at this closely and have recognised that you would do much better in mathematics if your problem-solving skills were developed. We have suggested that they make sure you have lots of opportunities to do this, and we hope that you will help by trying as hard as you can with your work in mathematics.

We are delighted that you are proud to be pupils at Leyland St James and wish you well for the future.

Yours sincerely

Julie Price Grimshaw

Lead inspector

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