

# Deeping St James Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	120396
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	339679
<b>Inspection dates</b>	7–8 July 2010
<b>Reporting inspector</b>	Glynn Storer

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Bean
<b>Headteacher</b>	Ian Wilkinson
<b>Date of previous school inspection</b>	7 December 2006
<b>School address</b>	Hereward Way Deeping St James Peterborough
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and, in doing so, observed the work of all of the school's regular teachers. The inspectors also held meetings with the headteacher, members of staff at all levels, pupils and governors. They observed the school's work, and looked at policy documents, pupil performance data, planning and safeguarding information. The inspectors also took account of the views of parents and carers in the 49 questionnaires that were returned.

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

- whether boys in Key Stage 1 and girls in Key Stage 2 are making the progress that they should in mathematics
- whether teachers' use of assessment information is effective enough to promote equally good progress across the ability range
- whether the curriculum provides enough practical, first-hand experiences to reinforce key skills effectively
- how well middle managers contribute to school improvement and the extent to which governors monitor the work of the school and hold senior staff to account for what it achieves.

## Information about the school

In this smaller-than-average school, most pupils are of White British heritage. Of the small proportion from minority ethnic backgrounds, very few are at an early stage of learning to speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average. Since its last inspection, the school roll has fallen by almost 30%. The school has gained the Activemark for sport and Clean Air awards and has achieved 'Healthy Schools' status. The headteacher was appointed in September 2008.

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

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

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

**2**

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

**2**

## Main findings

Deeping St James Community Primary School provides a good education for its pupils. The school has emerged from an unsettled period when a high turnover of staff, including headteachers, had a negative impact on school development and on pupils' achievements. The current headteacher and his senior leadership team have been effective in stabilising staffing and fostering a shared commitment to school improvement on the part of all staff. The impact of recent initiatives is clearly evident in greatly improved provision in the Early Years Foundation Stage, more constructive engagement with parents and carers, stronger transition arrangements at all levels and improved standards in English and mathematics.

Current standards are broadly average overall but a whole-school push has driven standards in mathematics above recent national averages in both key stages. These standards represent good progress for most pupils in Years 2 and 6 because many had relatively low starting points or had underachieved in the past. The school has improved its use of performance information in tracking pupils' progress and evaluating and strengthening provision for groups, such as those with special educational needs and/or disabilities. Consequently, these pupils make similarly good progress in relation to their starting points.

Pupils make good progress in their learning because a high proportion of the teaching is good. The most successful lessons are characterised by teachers' high expectations of what pupils should achieve, challenging but highly enjoyable tasks and effective use of information and communication technology (ICT) to clarify teaching points. Embedding consistently good quality teaching has been a priority and the school has come a long way. While pupils generally know the levels at which they are working and are well motivated to succeed, the quality of advice that they receive from teachers on how to improve their work is inconsistent, be it in the marking or in ongoing conversations during lessons. As a result, pupils are not always clear about the next steps in their learning or what they need to do to improve their work.

Effective partnerships in and beyond the immediate area support the school in providing a good curriculum. The strength of current arrangements is the excellent provision for music that enables many pupils to excel and forms a key part in the school's provision for gifted and/or talented pupils. A range of worthwhile, often memorable experiences, promote good levels of motivation and enjoyment. Replying to the question: 'What would you change?' one pupil said, 'Make the days longer as it's all so good.' The curriculum places a strong emphasis on promoting personal growth. Pupils' contribution to the school as a community and to the community beyond the gates is outstanding. Spiritual, moral, social and cultural development is good. High rates of attendance,

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secure basic skills of literacy and numeracy, and pupils' positive attitudes to learning prepare them well for the future. Pupils have a good understanding of issues that affect their personal safety and that of others. They say that they feel safe and well cared for. Satisfactory safeguarding and good quality care for all pupils are based on constructive engagement with parents and carers and strong links with other schools and support agencies. Pupils whose circumstances make them vulnerable receive good care and support.

Improved systems for checking on standards and quality of work, along with a strong culture of accountability at all levels, ensure that self-evaluation is accurate and whole-school targets are challenging but realistic. However, the roles of middle-ranking leaders are not sufficiently developed, for example, in collecting first-hand evidence about whole-school and individual pupils' performance and in their contribution to school improvement. Nevertheless, the school's record of improvement in recent years is good, especially in embedding consistently good teaching and accelerating pupils' progress. This record, together with effective management procedures and sound governance, demonstrates good capacity for sustained improvement in the future.

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

- Improve teachers' use of assessment to support learning by:
  - ensuring that marking indicates clearly and consistently how pupils can improve their work
  - ensuring that teachers give more explicit guidance during lessons that is securely based on their understanding of pupils' recent performance.
- Improve the management of teaching and learning by strengthening the role of middle-ranking leaders in contributing to the school's self-evaluation and in planning for school improvement.

### **Outcomes for individuals and groups of pupils**

**2**

The most recent tests and assessments in Key Stages 1 and 2 show that standards in both Year 2 and Year 6 are broadly average. Pupils' performance in lessons, the work in their books and the school's tracking data indicate that current outcomes represent good progress relative to pupils' starting points in each key stage. Tracking indicates clearly that, throughout the school, pupils' progress has accelerated during the last year as initiatives to improve teaching and learning have begun to pay dividends. Following the 2009 national tests, the school identified the need to boost pupils' performance in mathematics. This drive has been successful in both key stages. 2010 results show a substantial improvement on those of 2009 and take standards in mathematics above recent national averages. Current outcomes exceed the challenging targets set at the beginning of the key stage. The school has also had a focus on improving provision for pupils with special educational needs and/or disabilities. This has been successful in enabling these pupils to make similarly good progress.

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Pupils behave well and show good levels of enjoyment in their work. Most pupils know what is expected of them and respond well in lessons, although a small number need regular reminders. Pupils' willingness to meet challenging targets and their ability to work independently and/or collaboratively contribute to successful learning. Their healthy, energetic play reflects a keen awareness of the need to consider the safety of others. Pupils' excellent contribution to the school community is shown in their roles as school councillors, play leaders and librarians, and by their keen participation in fundraising and school events. Pupils have a good understanding of the needs and interests of the local community, and their participation in events such as Deeping in Bloom, the Deeping Festival, and in initiatives to reduce the number of speeding motorists in the vicinity, make the school and its pupils a force for good locally. The school's long tradition and excellent provision for music makes a strong contribution to pupils' personal development. Pupils' understanding of cultural traditions other than their own are less well developed. The school is rightly seeking ways to strengthen pupils' understanding of the diversity of modern society and of how to be good citizens.

*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>	3
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
<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>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

<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.

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Teachers create supportive environments in all classrooms. For example, pupils' work is thoughtfully displayed to support learning, a feature of classrooms throughout the school. As a result, pupils are increasingly confident and engage willingly in learning activities. Teachers have appropriately high expectations of pupils' behaviour and of what pupils are able to achieve. Lessons are challenging and opportunities for both independent and collaborative learning bring the best out in pupils. Teachers make sound use of ongoing assessments to plan lessons that meet pupils' needs across the ability range. They know the levels at which pupils are working but current practice is inconsistent in the extent to which teachers guide pupils on how to meet their targets, improve their work or attain the next level. At times, this restricts pupils' progress.

The school is actively developing its curriculum in line with changes to year group organisation. School leaders are, rightly, seeking to strengthen the global dimension of pupils' learning. Initiatives to boost pupils' performance in mathematics and to strengthen provision for pupils with special educational needs have proved successful. Music continues to be strongly represented in the curriculum and is influential in providing both equality of opportunity and the chance for gifted musicians to excel. Cross-curricular links add to the relevance of pupils' work and promote enjoyment, although the school has recognised the need to strengthen the role of ICT as it develops its new curriculum. A good range of educational visits, visitors and special events brings learning to life and is a key factor underpinning pupils' positive attitudes.

Pupils have confidence in staff to deal with any problems that arise. Staff work hard to build positive relationships, and good levels of engagement with parents and carers, promoted exceptionally well in Early Years Foundation Stage, enable the school to respond promptly in times of need. This response is further strengthened by the school's extensive links with outside professionals, not only from the world of education, but also from social services, health and community support agencies. In speaking about a child who needed particular support, one parent wrote: 'What they have done should be a model of best practice for other schools.'

*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>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Under the committed leadership of the headteacher and his senior leadership team, the school has improved substantially in the last two years. Leaders at all levels share and promote the headteacher's ambitions for the school so that all staff are working towards

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commonly understood goals. The satisfactory management of teaching and learning ensures that all know what they are responsible and accountable for. However, while the leadership roles of other staff have begun to develop, some middle-ranking leaders are not fully involved in school evaluation and improvement. The school has put in place good systems for tracking pupils' progress, and school self-evaluation is both accurate and realistic. The governing body uses its professional and community experience to good effect in supporting the school and in reviewing aspects of its performance but it does not undertake enough first-hand monitoring.

Checks on the suitability of all adults who work with pupils meet government requirements. Practice relating to child protection is appropriate and staff training in such matters is up to date. Supervision and the ways in which staff deal with and record minor day-to-day incidents or accidents are thorough. The governing body is conscientious in ensuring sound practice in most aspects of safeguarding.

The quality of provision and current outcomes for pupils show that the school promotes equality of opportunity and tackles discrimination well. The school's positive engagement with parents and carers and its constructive partnerships both within and beyond the world of education permeate its work. They are particularly influential in providing good learning opportunities and in underpinning arrangements for care, guidance and support. The school's promotion of community cohesion is satisfactory. The school plans to use an enquiry into the nature of the immediate and wider communities as a suitable platform from which to build provision across the curriculum and to launch community-based initiatives. Pupils' understanding of, and engagement with, different sections of the community has begun to increase as the school reaches out to groups who benefit from its support.

*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	3
<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>3</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>3</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>



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## Early Years Foundation Stage

Children get a good start to their education in the Reception class. A stimulating environment, both indoors and outside, consistently good teaching and care, and provision that closely matches children's individual needs, results in children making good progress. Most children attain or exceed standards normally expected of five-year-olds. Children make good gains in confidence, independence and in the skills they need for their remaining time in school. Teaching is consistently good. Staff generally strike a good balance between directing learning and allowing children to set their own direction. There are, however, times when staff are too quick to intervene and this limits opportunities for children to extend their own learning. Thorough day-to-day assessment underpins all aspects of children's learning and staff strive to provide individualised activities which excite and motivate children to learn. Provision for children in the Early Years Foundation Stage has improved substantially during the last two years. The leader of this provision has introduced a range of measures that have strengthened both induction and transition arrangements. She has established strong and constructive relationships with parents and carers that have added to the day-to-day quality of provision.

*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

Most parents responding to the questionnaire expressed approval of and confidence in almost all aspects of the school's work. A small minority raised concerns about aspects of their children's safety in school or about how the school deals with unacceptable behaviour. Inspection evidence indicates that almost all pupils behave well and that the school deals effectively with the few incidents of poor behaviour that occur. Inspectors followed up parents' concerns over safety and, where appropriate, brought particular issues to the notice of the school. Where this happened, the school took immediate and satisfactory action to put matters right.

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

Ofsted invited all the registered parents and carers of pupils registered at Deeping St James Community 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 inspection team received 49 completed questionnaires by the end of the on-site inspection. In total, there are 198 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	57	18	37	3	6	0	0
The school keeps my child safe	25	51	18	37	4	8	1	2
The school informs me about my child's progress	16	33	30	61	2	4	1	2
My child is making enough progress at this school	22	46	20	42	3	6	3	6
The teaching is good at this school	17	35	25	51	2	4	1	2
The school helps me to support my child's learning	21	43	24	49	2	4	2	4
The school helps my child to have a healthy lifestyle	21	43	26	53	2	4	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)	18	37	28	57	2	4	1	2
The school meets my child's particular needs	19	39	25	51	3	6	2	4
The school deals effectively with unacceptable behaviour	10	20	28	57	4	8	6	12
The school takes account of my suggestions and concerns	14	29	26	53	5	10	1	2
The school is led and managed effectively	20	42	20	42	2	4	2	4
Overall, I am happy with my child's experience at this school	23	47	19	39	4	8	1	2

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.

## 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.**



9 July 2010

Dear Pupils

Inspection of Deeping St James Community Primary School, Peterborough, PE6 8PZ

Thank you for making my colleague and I so welcome and for taking time to talk to us when we visited your school. I particularly enjoyed hearing the band rehearse and play in assembly. Well done! This is what we found out about your school:

- children get a good start in Reception
- you are making good progress in reading, writing and mathematics
- most of you behave well and respond well in lessons
- your attendance is excellent
- music plays a strong part in school life and many of you take advantage of the excellent opportunities that this provides
- you make an outstanding contribution to the school and wider community
- staff always help you if you have problems and take particularly good care of anybody who is having a hard time
- the headteacher, staff and governors are successfully improving the school.

We have made some suggestions that should help your school to improve further. This is what I would like everyone to do:

- ensure that teachers let you know exactly how to improve your work and get it to the next level
- give middle-ranking leaders more opportunities to see how well everybody is doing so that they can help the headteacher to find the things that still need to be improved.

You can all help by following teachers' advice and doing your best in every lesson.

Yours sincerely

Glynn Storer

Lead inspctor

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