

St James (Daisy Hill) CofE Primary School

Hindley Road, Daisy Hill, Westhoughton, Bolton, Lancashire BL5 2JU

Inspection dates

30–31 January 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Strong leadership by the headteacher and deputy headteacher has driven improvement further since the previous inspection.
- Determined actions by leaders, including subject leaders, mean that almost all pupils are now making good progress across a range of subjects.
- Proportions of pupils attaining the expected standards in English and mathematics are high. Although achievement in writing is strong, it is not as strong as in reading and mathematics.
- Leaders have used professional development and training opportunities effectively to further improve the quality of teaching.
- Governors have a wide range of skills and are supportive of the school. They contribute to its continuous improvement.
- The quality of teaching and learning is good. Teachers' effective use of questions is a strength of teaching.
- Pupils with special educational needs and/or disabilities (SEND) are well supported and make good progress from their starting points.
- Attendance rates have continued to improve, particularly for disadvantaged pupils. Leaders have taken a wide range of actions to monitor and improve the attendance of pupils.
- Leaders' actions to deepen pupils' knowledge and understanding in subjects other than English and mathematics are new. They have had insufficient time to show impact on further increasing the number of pupils attaining higher standards across the school.
- Children in early years make good progress. Most children are ready for Year 1 by the time they finish their Reception Year. However, too few children exceed a good level of development.
- The progress of disadvantaged pupils continues to improve. Their attainment compares well with that of other pupils nationally.
- Teachers' expectations of presentation in pupils' writing books are sometimes too low.
- The curriculum is broad and balanced and contributes to the good progress that pupils make.
- A strong culture of safeguarding exists throughout the school. Procedures for keeping pupils safe are secure and clear. The pastoral and academic support for pupils is a high priority for leaders.
- Pupils behave well around school and in classrooms. Teachers and leaders deal swiftly with the very few incidents of misbehaviour. Pupils feel safe in school and know how to keep themselves safe.

Full report

What does the school need to do to improve further?

- Further improve attainment and progress in writing to match the very high standards gained in reading and mathematics, by:
 - continuing to develop high-quality teaching, learning and assessment across the school
 - challenging more children in early years to exceed a good level of development
 - challenging more pupils to attain the high standards in key stage 1 and greater depth at key stage 2
 - raising teachers' expectations of presentation.
- Continue to embed the school's plan to provide more opportunities for pupils to deepen their knowledge and skills in subjects other than English and mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and deputy headteacher have very effectively tackled the areas for improvement raised during the last inspection of the school in March 2018. Senior leaders know the school well and are accurate in their judgement of where St James, Daisy Hill is on its improvement journey.
- The aim of raising expectations and aspirations has been essential to the continual improvements in the quality of teaching and learning. Leaders have high expectations of their pupils. They provide effective pastoral and learning support for disadvantaged pupils and pupils with SEND to overcome barriers to learning. Leaders know individual pupils and their circumstances well.
- Leadership of subjects is effective, particularly the leadership of English and mathematics. Leaders of these subjects are passionate about the improvements they have made. They have checked the impact of professional development to improve the teaching skills and confidence of staff. As a result, the quality of teaching in most subjects has improved in recent years and pupils' attainment and progress have improved.
- However, leaders have identified the need to improve the depth of pupils' learning across the curriculum. The leader for this aspect of the school's work has a clear vision to develop deeper thinking and greater knowledge and skills in the curriculum. Effective liaison with other leaders ensures that this is a shared approach. Plans to focus on challenge and deepening learning are in place, but insufficient time has elapsed for leaders to check the impact on pupils' learning.
- Staff feel valued and are very positive about the leadership of the school. The quality of teaching, learning and assessment continues to improve. This is as a result of the contribution of coaching and training, for example in the effective use of appropriate resources to support pupils' learning in mathematics. Training has also developed teaching and leadership skills and the clarity and consistency of the curriculum. Leaders evaluate teachers' performance through robust and supportive procedures.
- Leaders have reviewed how they spend the pupil premium funding to ensure that it is spent effectively. They are adept at identifying the barriers to pupils' learning and respond with a range of pastoral and academic support to overcome these. Teachers and leaders monitor pupils' progress and attainment effectively each term. This clear focus on the needs of disadvantaged pupils through the support provided is continuing to enable them to make good progress.
- The funding for pupils with SEND is also used effectively. The special educational needs coordinator (SENCo) is determined in her role to improve the progress and attainment of these pupils. The SENCo values the support provided by external agencies. She has developed clear procedures to support and monitor teaching and learning. Through this effective support, most current pupils with SEND are making good progress from their starting points.
- The physical education and sport funding for primary schools is used very well. Significant investment in sport has encouraged greater participation rates. Professional

development for staff means that they are now more confident about their teaching in this area. There is a wide range of sports and after-school clubs for pupils to participate in. Pupils who spoke with inspectors value these opportunities, and attendance at these activities is high.

- A broad range of opportunities for enrichment contributes to pupils' spiritual, moral, social and cultural development. Pupils elected to the school council carry out their roles with a deep sense of responsibility and pride. Pupils enjoy the opportunity to support charities and to develop their musical talents. They have a clear understanding of fundamental British values.

Governance of the school

- The governing body comprises a group of committed people who have the skills and expertise to monitor the standard of education provided. Good relationships exist between the governing body and school leaders. Governors have responsibility for monitoring key areas of the school's work. They work with school leaders to draw up plans to address any areas for improvement, including how they will monitor the impact of leaders' actions. As a result, they have a clear understanding of the school's strengths and weaknesses.
- Governors have made effective use of training opportunities to extend their understanding of information about pupils' achievement, including that of different groups. This enables governors to be better informed and carry out their functions effectively.
- Clear lines of accountability and communication ensure that leaders are held to account for the effectiveness of the education provided to the school's pupils. Governors support their role by frequent visits to the school and meeting leaders. This enables them to challenge the information provided by the headteacher and other leaders.

Safeguarding

- The arrangements for safeguarding are effective. Leaders have created a strong culture of safeguarding in which pupils feel safe and valued. The school's procedures and practices are fit for purpose. Safer recruitment processes are secure, ensuring that only suitable people are recruited to work with pupils. Leaders provide effective training and regular information updates to ensure that all staff are well aware of their responsibilities to safeguard pupils.
- Parents and carers and pupils feel that the school is a safe place to be. Leaders, including governors, ensure that staff receive high-quality training. As a result, staff know how to recognise the signs and symptoms of abuse. Staff are very clear about the school's procedures for reporting and recording any concerns that they have regarding the safeguarding of pupils. Leaders are tenacious, but also sympathetic, in their work to protect vulnerable pupils.
- Pupils are taught how to keep themselves safe. Leaders have implemented clear programmes to teach pupils about personal and internet safety. Teachers discuss the dangers associated with class visits outside school, so that pupils understand their role in keeping themselves safe.

Quality of teaching, learning and assessment

Good

- Leaders have taken successful action to build on the good practice identified at the previous inspection. Most pupils benefit from effective teaching, including a variety of teaching approaches that allow them to make good progress in a range of subjects.
- The teaching of mathematics is effective. Teachers focus on improving pupils' fluency and speed of recalling important mathematical facts. Consequently, pupils can deal with larger and more complex numbers with increasing confidence. They are gaining a better understanding of calculation strategies because teachers provide more opportunities for pupils to reason and explain their thinking. Pupils draw on their increasing mathematical vocabulary in their explanations. The proportion of current pupils making good progress is increasing.
- In English, teachers have further raised their expectations of the standards that pupils can reach in their writing. Teaching has been adapted to focus even more on effective vocabulary and the content of pupils' writing. Pupils are encouraged to improve their own writing. These actions have helped to ensure that current pupils across the school are making good progress and producing better pieces of writing. However, some teachers' expectations of the presentation of pupils' writing are too low.
- The teaching of reading is effective and pupils make good progress. Teachers check that pupils have an accurate understanding of what they have read. Year 3 pupils understand the difference between fiction and non-fiction books. Teachers introduce pupils to an interesting range of texts. Older pupils enjoy a wide range of books written by a variety of authors. They read with intonation and expression and have an improving understanding of what they have read.
- Leaders have employed several teaching assistants across the school who work effectively to support pupils with SEND. Teachers make accurate assessments of pupils' learning needs. Teaching and learning are closely matched to these identified needs, so that pupils make good progress from their starting points.
- The curriculum allows teachers to develop English and mathematics through other subjects. Pupils in key stage 2 appreciate the chance to apply their knowledge of writing structures and what they have read to a historical context. Occasionally, the application of writing skills becomes the focus at the expense of the development of subject-specific skills. Mathematical charts and tables are used well to record and explain geographical and scientific findings.
- A strength of teaching across the school is the use of questioning to encourage pupils to think for themselves or to clarify misconceptions. Pupils of all abilities recognise the importance of this strategy in helping them to become independent and confident learners. Effective questioning also allows pupils to understand how well they are acquiring knowledge, skills and understanding in a range of subjects.
- Teachers use assessment with increasing effectiveness to ensure that pupils are learning and making progress. When teachers observe any misconceptions, they use a range of strategies to work with individuals or groups to address these. Consequently, pupils are confident that they will get the support that they need to learn successfully. However, this is not always the case across the school. Recent plans to extend the depth of learning in subjects other than English and mathematics and, occasionally, a

lack of challenge in writing, mean that the impact of assessment on learning is continuing to develop.

- Teachers continue to improve their already strong subject knowledge. They use it well to plan learning that engages pupils' interest in most subjects. In some subjects, such as science and geography, this results in improvements in the quality of pupils' work. An example seen in pupils' books showed their developing understanding of map work and how to represent physical features on different types of map.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils feel safe in school and understand how to keep themselves safe. They recognise the many different strategies that leaders use to ensure their safety, including, for example, lessons on road safety and cyber bullying.
- Pupils spoken to during the inspection stated that there is no bullying in the school. They are clear about the school's systems for promoting good behaviour. They have confidence in the staff to deal with the rare incidents of poor behaviour.
- Pupils value the support and encouragement that they receive from their teachers. They are developing the self-confidence and independence to be successful learners. Pupils are particularly appreciative of the guidance offered by teachers to help them improve their work, although this sometimes lacks clarity. They described lessons as 'creative'. Presentation in their books is sometimes untidy, but as they move through the school, pupils show a growing sense of pride in their work.
- Pupils benefit from a wide range of clubs and visits, including residential visits, that the staff provide. They appreciate the variety of sports clubs. Pupils in Year 5 link with another school in the local authority to develop their understanding of the diverse nature of modern Britain. These activities, along with regular opportunities to support various charities and to learn about other faiths, enhance and enrich pupils' spiritual, moral, social and cultural development.
- There are many opportunities for pupils to take on positions of responsibility in the school. These include becoming members of the various school councils. Pupils elected to these roles carry out their duties with pride and to good effect.

Behaviour

- The behaviour of pupils is good. Pupils are attentive in class and learning is infrequently disrupted by poor behaviour. Pupils generally conduct themselves well around the school. They are welcoming to visitors and are polite and friendly to adults and to each other.
- Inspection evidence shows that leaders manage the rare incidents of bullying and poor behaviour effectively, and this usually involves discussions with parents. Leaders guide and support pupils involved in any incidents to change and modify their behaviour.
- Pupils' attendance last year continued to rise towards the national average due to

leaders taking effective action. The leader with responsibility for pupils' attendance has established a series of robust and rigorous systems to improve attendance and punctuality and reduce persistent absence, particularly among disadvantaged pupils. Discussions take place with parents to support them to understand the importance of regular attendance. Staff celebrate good attendance in weekly assemblies.

Outcomes for pupils

Good

- Results of the national assessments in key stages 1 and 2 in 2018 showed that achievement was strong, particularly in reading and mathematics. School assessment information shows that the achievement of pupils in other year groups was similarly high in these subjects.
- Work in books and the school's own assessment information indicate that most current pupils make good progress across a range of subjects, including in reading, writing and mathematics. This is because the quality of teaching has been further improved through appropriate training and coaching. Many current pupils make good progress, especially in reading and mathematics. However, progress in writing, particularly that of the most able pupils, is not as high.
- Work in pupils' mathematics books and school records show that most pupils make strong progress. Pupils' knowledge and skills are improving. They are developing a deepening understanding of calculation processes. Increased opportunities to say how they came to their answers and developed their reasoning skills are apparent. The most able pupils in the older classes demonstrate deeper understanding of, for example, algebraic equations.
- Examples of pupils' writing show pupils make good progress. Pupils use a variety of sentence structures and phrases to add interest and mood, including similes and other descriptions. Teachers inspire pupils and use examples from literature to enthuse the pupils. This approach ensures that most pupils are making good progress. However, at times, a lack of challenge hampers progress of the most able pupils, although when older, most-able pupils are challenged, they can write emotive and cohesive pieces, for example, 'a shimmering window overlooking the calm, crystal-clear waves that lapped entrancingly against the sandy shore'. The presentation of younger pupils' work is sometimes untidy.
- Pupils make good progress in reading. They enjoy reading and read with appropriate fluency and comprehension, considering their age and ability. Pupils in Year 1 achieve well in the national phonics check. They use their knowledge of phonics effectively to read unfamiliar words. Pupils spoken to during the inspection enjoy reading and are developing a growing list of favourite authors.
- At the end of key stage 2 in 2018, attainment for disadvantaged pupils was in line with, or above, that of other pupils nationally. School assessment information shows that progress of the majority of disadvantaged pupils currently in key stage 2, including those who also have SEND, is improving since the beginning of the school year. Many pupils make good progress because teachers keep their plans under constant review and, where necessary, devise more appropriate support to meet emerging needs. Leaders use reviews of progress and attainment each half term to determine the

impact of this support on pupils' achievements.

- Pupils with SEND are making good progress from their starting points. The SENCo manages provision efficiently and identifies pupils' needs effectively. Pupils benefit from carefully planned interventions, with well-sequenced lessons, and support that helps them to make good progress.
- The most able pupils are making good progress and attain well in a wide range of subjects, particularly in reading and mathematics. Leaders have appointed a member of staff to liaise with the leaders for English and mathematics to accelerate progress and further raise attainment, especially in writing. However, the main focus of his work is to raise attainment and deepen knowledge in subjects other than English and mathematics.
- Pupils acquire appropriate knowledge, understanding and skills in a range of subjects other than English and mathematics. Work in their books shows that most pupils are making good progress in geography, science and history. In Year 4, a strong focus on map work enabled pupils to identify features on their own sketch maps. In Year 6, pupils' work showed a clear understanding of how to carry out practical investigations in science to gain worthwhile and meaningful results. Older children feel that they are well prepared for the next stage of their education, and inspection evidence supports their views.

Early years provision

Good

- Children enter early years with skills and knowledge that are broadly typical for their age and stage of development. Through effective teaching, children make good progress and are well prepared for Year 1. Leaders have seen the positive impact of introducing Nursery provision in 2017. Two years of effective early years teaching has further increased the proportion of children gaining a good level of development in 2018.
- Leaders' assessment records and work in children's books show that children make good progress. The proportion of Reception children achieving a good level of development in 2018 returned to above the national average, following a dip in 2017, which was linked to lower starting points for many in the cohort.
- The quality of teaching, learning and assessment is good. Teachers provide well-planned activities that enthuse the children and are carefully matched to their learning needs. Occasionally, expectations are not high enough and this limits the proportion of children exceeding a good level of development.
- Nursery children benefit from a focus on extending their writing and spoken language. Children are beginning to form recognisable letters and attempt to write simple words and phrases. As a result of well-focused teaching activities, children's progress is improving and many are making good progress.
- Reception children listen carefully to instructions. Staff use carefully crafted and probing questioning and a wide range of experiences to assess and broaden children's knowledge of, for example, the Arctic. Staff also intervene swiftly to address misconceptions, enabling children to develop their understanding further. Learning support assistants support children's learning activities well and help them to make

good progress over time.

- Disadvantaged children make good progress. This is because staff provide a number of additional activities that support their learning effectively. These activities are particularly effective in improving children's skills in phonics and their speech and language development.
- Leaders identify and support children with SEND effectively. Children with speech and language difficulties are quickly assessed on entry to the early years classes and receive additional help from staff. This effective practice helps to ensure that these children make good progress from their starting points.
- Parents are involved in their children's education. During the inspection, a number of parents took advantage of the opportunity to stay and be involved with activities in the Reception class. Most children transfer from the Nursery class, which helps with transition to the Reception class. The few newcomers to the school benefit from taster days and meetings with parents to ensure a smooth start to school.
- Children's behaviour and their attitudes to learning are good. They are confident in exploring activities indoors and outside, demonstrating that they feel safe. There are no breaches of the statutory welfare requirements. Staff follow and know well the safeguarding procedures and policies applicable to the whole school.
- Leadership is effective. The introduction of Nursery provision was managed very carefully and children are now benefiting from two years of high-quality education. The leader has a very effective understanding of the strengths and weaknesses of the early years provision and is keen to secure improvements. Leaders have created an attractive and welcoming environment for the children. An overall evaluation of the provision has identified priorities, such as the development of boys' independent writing. The environment has been adapted to have a greater focus on language and to provide more opportunities for children to write independently.
- The quality of teaching, learning and assessment is good. Teachers provide well-planned activities that enthuse the children and are carefully matched to their learning needs. However, expectations in reading, mathematics and, especially, writing are not high enough to provide greater challenge for children and increase the numbers of children exceeding a good level of development.

School details

Unique reference number	105209
Local authority	Bolton
Inspection number	10054360

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	383
Appropriate authority	The governing body
Chair	Graham Burrows
Headteacher	Catherine Watkin
Telephone number	01942 634688
Website	www.st-james-daisy-hill.bolton.sch.uk
Email address	office@st-james-daisy-hill.bolton.sch.uk
Date of previous inspection	15 March 2018

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils supported by the pupil premium is much lower than the national average.
- The proportion of pupils from minority ethnic groups or who speak English as an additional language is much lower than the national average.
- The proportion of pupils with SEND is broadly average.
- The proportion of pupils who have an education, health and care plan is broadly average.
- The school is a voluntary-controlled Church of England primary school in the Diocese of Manchester. At its last section 48 inspection in July 2016, it was judged outstanding.

Information about this inspection

- The inspectors observed learning throughout the school in all classes and in a range of subjects. Some of these activities were carried out jointly with members of the senior leadership team.
- Inspectors scrutinised pupils' work and listened to pupils read.
- Observations were made of pupils' behaviour at the beginning of the day, at lunchtime, at breaktime and in the classroom.
- The inspectors met with pupils, formally and informally, to listen to their views.
- Meetings were held with the headteacher, senior leaders, subject leaders and teachers, and members of the governing body. Inspectors also spoke with a representative from the local authority.
- The inspection team scrutinised a wide range of documentation, including information about pupils' attainment and progress, and the school's self-evaluation and improvement plan. Inspectors considered minutes of meetings and records relating to teaching and learning, pupils' attendance and behaviour, and safeguarding of pupils, including those prepared by improvement partners. A scrutiny of the school's website was also undertaken.
- Inspectors considered the views expressed by parents through informal meetings. Inspectors analysed 68 responses received through the free-text facility on Parent View, Ofsted's online survey. Inspectors also analysed 29 responses to the pupil survey and 26 responses to the staff survey.

Inspection team

Ian Shackleton, lead inspector	Ofsted Inspector
Doreen Davenport	Ofsted Inspector
Kevin Ward	Ofsted Inspector

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