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Mr Glyn Denton  
Headteacher  
Crigglestone St James CofE Primary Academy  
St James Way  
Crigglestone  
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West Yorkshire  
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Dear Mr Denton

### **Short inspection of Crigglestone St James C of E Primary Academy**

Following my visit to the school on 26 June 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in July 2014.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection.

You are a determined and ambitious headteacher, dedicated to providing your pupils with a positive learning experience. You have a clear vision for the school and the changing community it serves. You and your senior leadership team have developed strong relationships with staff and established an ethos of high expectations. Staff support you well in school improvement priorities. They feel a shared responsibility for their own achievement. Staff have a great deal of respect for you and appreciate the time you commit to their well-being.

Pupils enjoy coming to school every day, and this is reflected in their high level of attendance. They appreciate the broad range of activities offered by the new curriculum. Pupils noted that most lessons are fun, engaging and motivating. Teachers give them 'the power to keep going and not give up'. Pupils are aware of the progress they are making and know what they should do to improve their work. They understand the rewards that are available to them when they work hard and behave according to the high standards you set.

Since the last inspection, you and your leaders have taken effective action to improve the quality of teaching and learning. There is strong practice of support and training for identified areas of development. Teachers work with their peers to

share and improve their skills. The curriculum supports the strong progress of writing through the use of book-based themes.

The impact of the new curriculum is yet to be fully realised. The first indicators are positive for the outcomes and progress of pupils. This initiative will need time to appreciate its full impact. You identify that it will be essential for you to review the curriculum and further develop it where necessary.

In planning for the future, you have already identified an area for further consideration. Middle leadership development will ensure that you increase management capacity. This will allow you to continue to lead the school in an ambitious and inspirational way.

### **Safeguarding is effective.**

The leadership team has ensured that all safeguarding arrangements are fit for purpose. The school has a safeguarding culture in which all staff see it as their responsibility to keep children safe. Leaders ensure that all relevant checks required for those working with children are in place. All staff receive regular and effective training and are up to date with current legislation. They are clear and confident on procedures they must follow if they have any concerns.

Pupils understand how to keep safe in and out of school and online. They know the importance of staying safe and reflect on the teaching they have had. Pupils know how to keep healthy. The healthy eating week that has taken place has had a positive impact. Pupils are knowledgeable about what they should eat and drink. Pupils trust adults at school and all have someone they can talk to if necessary. Parents and carers are confident that their children are safe at the school.

Behaviour around school is good. Some older pupils train as Barnardo's equality ambassadors (BEAM ambassadors) to provide support for other pupils. Pupils noted that, 'We are professionally trained to stop worries and deal with issues.' This peer working is valued by other pupils.

### **Inspection findings**

- Leaders have worked tirelessly to improve attendance over time. Pupils' attendance has been consistently above the national average. Communication with parents is positive, and support is in place for those who need it. Pupils actively want to attend school as they enjoy the education they receive.
- Teachers and teaching support assistants are successfully improving provision. There are now a wide range of topics that are of interest to all groups of pupils. These topics are encouraging all pupils to write with a purpose. 'The Big Question' encourages pupils to think about their writing. They can then plan, draft and edit their written work as necessary. Assessment information and work in pupils' books show that progress in writing is improving rapidly. Teachers encourage pupils to be independent writers. This begins in the early years and

continues through each key stage. Pupils are enthused by their English lessons and are excited to learn.

- Staff teach phonics to a high standard with well-practiced routines. Pupils enjoy these active lessons and respond with understanding and fluency. They remain engaged and focused throughout. The impact of this high-quality teaching can be seen in the strong progress pupils make.
- Progress in mathematics is strong. Lessons are well taught with appropriate mathematical vocabulary used by staff and pupils. Pupils receive 'pre-learning' activities in each lesson. Teachers and teaching support assistants are then able to make quick assessments of pupils' learning needs. Pupils are provided with targeted work specific to their level of understanding. This work provides all pupils with challenge. Pupils receive a stimulating and enjoyable learning experience. Pupils strive to achieve the next level but understand the need to have a thorough knowledge before moving on.
- Pupils enjoy the variety of activities open to them at break and lunchtimes. Pupils' views are essential in the choosing of these activities. The various activity zones span most areas of interest, for example running, gymnastics, Lego, remote control cars and miniature golf. All pupils remain stimulated, and it is clear to see that they enjoy the choices they have. BEAM ambassadors are on hand to address any issues that may develop. They are aware that they must hand over to a member of staff where necessary.
- Leaders use additional funding for disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities effectively. Leaders provide support where needed. The targeted placement of skilled support staff and specific training of teaching staff mean that all groups of pupils are now making strong and sustained progress.
- Leaders and managers of the school have an accurate view of the school and its performance. They have identified areas for development, and their actions have brought about rapid improvements in the quality of teaching and pupil outcomes. The leadership and management of the school have high ambitions for continuous improvement. They seek to identify and tackle areas quickly.
- Leaders identify that the changes they have made to the curriculum have affected the need to further develop teaching and support staff. This will address the concern that pupils' subject-specific skills other than in English and mathematics are not as well developed.
- Leaders are clear that the impact of future changes means that middle leaders need to further develop their leadership skills. This will ensure the capacity for further improvement.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- they continue to review and develop the new curriculum

- they further strengthen the skills of middle leaders to provide management capacity.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Leeds, the regional schools commissioner and the director of children's services for Wakefield. This letter will be published on the Ofsted website.

Yours sincerely

Sara Roe  
**Ofsted Inspector**

### **Information about the inspection**

During the inspection, I discussed the work of the school with you, the deputy headteacher and the safeguarding lead. I also talked to four members of the governing body, including the vice-chair and members of your staff team. I examined information about pupils' progress and looked at pupils' workbooks carefully. I checked a range of documentation, including leaders' evaluation of the school's effectiveness, external evaluations of aspects of the school's work and minutes of meetings of the governing body. I considered 67 written responses to Ofsted's online questionnaire for parents and 16 responses to the staff survey. I visited classes to observe teaching, learning and assessment accompanied by you and your deputy headteacher. I held a formal discussion with eight pupils. I talked more informally to pupils in lessons and around school.