

Horbury St Peter's and Clifton CofE (VC) Primary School

Inspection report

Unique Reference Number	136005
Local authority	Wakefield
Inspection number	382003
Inspection dates	30–31 January 2012
Lead inspector	Joan McKenna

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	318
Appropriate authority	The governing body
Chair	Susan Cudworth
Headteacher	John Berry
Date of previous school inspection	Not previously inspected
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Introduction

Inspection team

Joan McKenna

Ronald Cohen

Pritiben Patel

Additional inspector

Additional inspector

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 14 lessons taught by 12 teachers, made shorter visits to classrooms, looked at pupils' work and observed other activities taking place. They observed the school's work, and scrutinised documents including policies, action plans, information about pupils' learning and progress, attendance data, information from the school's monitoring and arrangements for safeguarding. Meetings were held with staff, groups of pupils and members of the governing body. Responses to questionnaires returned by pupils and staff and the 78 returned by parents and carers were analysed. The inspector looked at the on-line questionnaire (Parent View) but no responses were recorded.

Information about the school

This is an above-average-sized primary school. The very large majority of pupils are of White British heritage. A very small minority are from minority ethnic heritages and very few speak English as an additional language. The proportion of disabled pupils and those with special educational needs is broadly in line with the national average. The proportion of pupils known to be eligible for free school meals is broadly typical. The new school opened in September 2010 as a result of the amalgamation of Clifton Infant and St Peter's Junior schools. After operating on separate sites a mile apart for the first year, Key Stage 2 is now accommodated in temporary buildings on the infant school site as work on a new building for the whole school is due to start on the junior school site in April 2012. The school holds the Basic Skills Quality Mark. The school's Key Stage 2 results in 2011 met the government floor standards, which set the minimum expectations for attainment and progress. There is on-site childcare provision that is not managed by the governing body. This is subject to separate inspection arrangements and did not form part of this inspection.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. Almost all parents and carers who returned questionnaires were positive about all aspects of it.
- Pupils' achievement is good. Year 6 test results in 2011 were significantly above the national average. Achievement is stronger in mathematics than in English. Pupils' progress across the school is good overall, but there is some inconsistency.
- Teaching is good overall. Teachers know what pupils have to learn and they plan appropriate activities to promote this. They take the range of pupils' prior attainment into account when planning lessons, but not always precisely enough. Some marking is very detailed and helps pupils to understand how to improve their work and reach their targets, but not all is of equal quality. Efforts are made to make tasks interesting and pupils enjoy their learning, but opportunities are sometimes missed to provide stimulating contexts for the teaching of reading and writing.
- Pupils behave well in lessons and around the school. They have good relationships with each other and with adults. Pupils feel safe in school and are confident to approach staff with any worries.
- The amalgamation has been well-handled by the headteacher. Staff work as a team with a sense of common purpose and are very positive about the new school. Leaders are implementing changes to improve the school that are having a positive impact on provision and attainment. They are also working to broaden their knowledge and understanding now they work in a school providing education for children from three to 11 years of age. Systems to check on pupils' progress and monitor provision are firmly in place. This information is used effectively to decide which pupils need extra support to help them keep on track and to set overall priorities for the school but as yet is not always acted upon to identify patterns in pupils' progress or check that changes are having a positive impact on outcomes.

What does the school need to do to improve further?

- Improve teaching and the rates of progress that pupils make so that they are consistently good or better by:
 - using information about the prior attainment and progress of pupils to match work closely to the needs of individuals and groups in lessons
 - ensuring that all pupils receive specific, detailed and regular feedback on how to improve their work and reach their targets
 - providing more stimulating contexts on which to base the systematic teaching of reading and writing skills.
- Improve the impact that leaders have on outcomes for pupils by:
 - ensuring that all leaders acquire the knowledge and understanding required to be fully effective in leading developments across the full age range of pupils
 - making more use of the information available on provision and pupils' progress to identify patterns in progress and the effectiveness of actions on outcomes for pupils.

Main Report

Achievement of pupils

Learning is good in lessons and pupils are keen to learn and to do as their teachers ask. Children in the Early Years Foundation Stage quickly adapt to school routines and expectations. Older pupils willingly follow instructions and try hard with their work, showing perseverance even when they find it difficult. The range of practical activities in the Early Years Foundation Stage secures children's interest and helps to develop positive attitudes towards learning. These attitudes continue to be shown throughout the school. Older pupils say they enjoy practical lessons most, or those in which they can get actively involved. They appreciate the efforts being made to make learning fun, and talk animatedly about some of the visits they have been on and what they learnt through them. However, some volunteered the fact that they do not enjoy writing as much because they see it more as a chore rather than something they are motivated to do because the context is made relevant or stimulating. Pupils say they enjoy reading and talk about the books they are currently reading. However, some younger children refer mainly to their reading scheme books rather than demonstrating a wider knowledge of books and stories. Pupils' learning is best when work is well-matched to their different levels of prior attainment. Occasionally, learning is slower when tasks lack challenge or are too difficult for some pupils.

Data show that children's attainment on entry to the school is usually below expectations although there is variation between the different year groups. The proportion of children attaining a good level of development at the end of the Early Years Foundation Stage in 2011 was below the latest national figures. This represents good progress given that these children entered school with a starting point that was lower than that expected for that age. As the school has only been in existence in its current form for just over a year and a term, there is only one set of formal data about pupils' performance at the end of each Key Stage. Results of teacher assessments at the end of Key Stage 1 in 2011 were in line with the national average in all areas, including reading. At the end of Key Stage 2, test results were

significantly above the national average in mathematics and in English. Currently, in Year 6 attainment is above average, including reading.

Pupils' achievement across the school is good overall. The progress that had been made by different groups of pupils at the end of Key Stage 2 in 2011 was never less than satisfactory and was good for many, including all sizeable groups, especially in mathematics. Evidence about the progress across the school for pupils of all ages, both last year and in the current year, confirms that it is good overall, including for those with a disability and for pupils with special educational needs, although there is some inconsistency.

Almost all parents and carers who responded to the questionnaire endorse the inspection findings and are happy with their children's progress.

Quality of teaching

Teaching is good overall, and, over time, makes a significant contribution to pupils' good progress. Common, positive features of teaching include conscientious planning of lessons, the use of a range of tasks and strategies related to the identified aims and supporting and encouraging relationships with pupils. In lessons that are particularly effective, successful efforts are made to make learning engaging and interesting. This was seen, for example, in a science lesson on melting, in which pupils showed great excitement when presented with 'ice hands' which provided an enjoyable context for predicting which part would melt the most quickly. The use of a 'game' for pupils using quadrants to plot co-ordinates in a mathematics lesson was also highly motivational. Collaborative work in these lessons promotes pupils' social development. Good lessons also make appropriately high demands of pupils through challenging tasks and a fast pace. Pupils' learning is checked throughout these lessons and teaching is adapted in the light of findings. When teaching is less effective pupils' misunderstandings are not picked up on or corrected. On some occasions teaching does not promote active learning enough and pupils are given work that is too easy or too difficult.

The use of putting pupils in sets according to their ability for English and mathematics in Key Stage 2 is helping teachers to plan the curriculum and lessons to more closely meet the needs of pupils of different abilities. Teachers extend skills across all subjects. Pupils are given a thorough grounding in mathematics, and in reading and writing. However, the latter is not always within a creative context that stimulates pupils' imagination or makes them want to write because they have so much they want to say about what they have done or seen. A wider range of books has recently been purchased and is improving reading. A programme for teaching the sounds that letters make has been introduced and is helping younger pupils develop their reading skills effectively. Teaching assistants provide some good support for pupils both in classrooms and when working with small groups.

There is some very detailed and helpful marking, especially of writing assessments, where teachers tell pupils clearly what they need to do to improve and give guidance on how to reach their targets. Some marking lacks this detail. Pupils' effort is usually acknowledged. Pupils' targets are not referred to enough in lessons.

Parents and carers who returned their questionnaires are accurate in their view that their children are well-taught.

Behaviour and safety of pupils

Behaviour within the school is good. Following the recent move of all pupils on to one site, routines and expectations have quickly been established and are followed sensibly by pupils. They say that right from the start of the new school they have got on well together and have friendly relationships with each other. Some of the benefits of having pupils of all primary age in the one school are seen in the older pupils acting as play leaders for younger ones. Year 6 girls lead lunchtime 'wake up and shake up' sessions in the playground to the immense enjoyment of the younger ones taking part. More benefits remain to be exploited. Behaviour in lessons is also good, and pupils' positive attitudes make a helpful contribution to their learning. They try hard to please their teachers, and generally enjoy pleasant, easy relationships with them. A few lack enough confidence to let teachers know if they do not understand their explanations or instructions. Pupils enjoy the good range of extra-curricular activities provided for them. They feel safe and well-cared for, citing a secure site, good levels of supervision and friendly adults as reasons. They report that a very small amount of bullying, mainly such things as name-calling, is carried out by a very small number of pupils, but they feel it is dealt with well. Very few parents and carers indicated any concern about behaviour or bullying. Attendance is in line with the national average. Pupils' good conduct and relationships are evidence of their positive social and moral development.

Leadership and management

The challenges of bringing two schools together, operating on two sites for most of the time to date and half the school currently being in temporary accommodation have been well met. Much effort has gone into establishing appropriate systems and structures to help ensure that the school runs efficiently. The leadership team has been restructured, with appointments judiciously made to build on and extend individuals' expertise. Cross-phase team working has been established, and best practice from the previous schools is being built upon and developed further. There is clear sense of this now being one united school

Although some of the judgements the school made in its self-evaluation were over-generous, key areas for development have been identified and are being acted upon. The school has extended systems for tracking pupils' progress and for monitoring and evaluating the effectiveness of the school. Much useful information is now available and is being used well to set the school's priorities. For example, the school has identified the need to bring progress in English more in line with that in mathematics. Teaching is benefiting from professional development targeted at identified need. As yet, the school is not making full use of all of the available information to identify any patterns in the overall progress of pupils or in the impact of change on outcomes for the school. Nevertheless, the major priority to create a unified school has been achieved and there are already signs of effective and improving practice, provision and outcomes. This demonstrates the school's good capacity to improve further.

Leaders and managers effectively promote equal opportunities for all. The school is inclusive and all children are valued as individuals. Attention to promoting pupils' spiritual, moral, social and cultural development is good. The curriculum is broad and well-enriched and it largely meets pupils' needs and prepares them well for the future. Careful attention is paid to keeping pupils safe and safeguarding arrangements meet requirements. The governing body carries out its duties conscientiously and has played an important role in dealing with the accommodation issues facing the school. They ask questions of the school and hold it to account for the progress pupils make but do not draw fully upon all available information

when doing so. The school values its links with parents and carers, and conducts an annual survey to seek their views. The questionnaires returned for this inspection indicate that the school enjoys the full support of the very large majority of those responding.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add up exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



1 February 2012

Dear Pupils/Students

Inspection of Horbury St Peter's and Clifton C of E (VC) Primary School, Wakefield, WF4 6JZ

Thank you for being so friendly and welcoming when my colleagues and I inspected your school, and for showing us your work. We enjoyed talking with you and hearing your views. You are very pleasant, polite children. You get on well with your teachers and each other. It was good to see older pupils helping younger ones in the 'wake up' and 'shake up' sessions. You also work hard and behave well. Well done!

You told us that you think your new school is good. We agree. You are well-taught and you achieve well. You enjoy lessons, especially those that are practical. Other interesting extra-curricular activities are provided for you, which you also enjoy. Staff look after you well and keep you safe, and so you feel secure in school. Almost all of you are kind to each other and play well together all of the time. On the few occasions when a few pupils do not, it is sorted out quickly.

Your leaders, staff and the governing body want to continue to improve the school for you. There are some things we have asked them to concentrate on to help them do this. We would like them to make sure that you all make as much progress as you can in every lesson, including in English, by providing interesting tasks that are at the right level for each of you. We would like teachers to mark all of your work thoroughly and give you more guidance to help you know how to improve it and reach your targets. We also want leaders to use all of the information they now have to check on your progress and to see how well the new school is doing. This is especially important now this is a primary school with pupils from the Early Years Foundation Stage up to Year 6.

You can help by continuing to work hard and being such positive pupils. I send you and your teachers my very best wishes for the future.

Yours sincerely

Joan McKenna
Lead Inspector

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