

# Stanley St Peters Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	108247
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	356330
<b>Inspection dates</b>	30 September 2010–1 October 2010
<b>Reporting inspector</b>	Andrew Clark

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 controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	310
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr D Byford
<b>Headteacher</b>	Mr L Wilson
<b>Date of previous school inspection</b>	9 April 2008
<b>School address</b>	Lake Lock Road Stanley, Wakefield West Yorkshire WF3 4HS
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## **Introduction**

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and observed 11 teachers. The inspectors held meetings with governors, staff, parents and carers and groups of pupils. They observed the school's work and looked at a range of documentation, including policies, the school improvement plan and pupils' progress and attainment data. The inspection team analysed 80 completed questionnaires from parents and carers as well as questionnaires completed by pupils and staff.

- The progress children make in the Early Years Foundation Stage.
- The achievement of more-able pupils in writing and mathematics.
- The independence of pupils in managing their own learning.
- Whether leaders are sharply focused on improving pupils' achievement.

## **Information about the school**

This is a larger than average size primary school. The proportion of pupils known to be eligible for free school meals is average. The percentage of pupils with special educational needs and/or disabilities is average. The vast majority of pupils are White British. The school has achieved Healthy School Status and the

Activemark.

The school has a Children's Centre managed by the school and childcare provision managed by a private provider on site. They were not a focus for this inspection.

The headteacher and almost half the teaching staff were appointed to the school after the last 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: how good is the school?**

**3**

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

**3**

## Main findings

This is a satisfactory school. The pupils' positive personal development results from the close relationship with parents and carers and the caring ethos. Pupils' progress is satisfactory, but inconsistent through school because of variations in the quality of teaching and in the use of assessment. The headteacher has built up the strengths of the senior leadership team since the last inspection and the school's self-evaluation is largely accurate. However, the systems to regularly monitor and improve the quality of pupils' achievement are not yet rigorous enough and, as a result, the capacity for further improvement is satisfactory.

Children's attainment on entry is in line with that typically expected for their age. They leave Year 6 with broadly average standards. The more-able pupils achieve well in reading but their progress in writing and mathematics is relatively weaker. Pupils do not always have enough opportunities to work independently and improve their own work. Pupils feel safe and valued. Their attendance is average and their behaviour is good. They have a good understanding of how to live a healthy lifestyle. The school council allows pupils to have a positive impact on the life of the community and pupils take on a range of responsibilities, including caring for the school's chickens and garden.

The quality of teaching is satisfactory. In the best lessons, teachers make good use of accurate assessments of pupils' past achievement to provide exciting challenges for all abilities. However, sometimes teachers over direct the pupils and do not match work closely enough to their needs. The school provides a broad curriculum and is increasingly linking subjects to make learning more relevant, although this is not yet fully established. School trips and a good range of extra-curricular activities contribute well to pupils' personal and physical development. Procedures to keep pupils safe and promote their well-being are appropriate and supported by effective record-keeping. There is a good partnership with parents and carers which makes an effective contribution to the school's positive ethos. 'The school is led by an enthusiastic and caring headteacher. I am pleased we chose St Peters as all staff are welcoming and my child cannot wait to come to school,' reflects the views of the majority.

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

- Increase the rates of progress in writing and mathematics, particularly for more-able pupils, by:
  - ensuring all lessons appropriately challenge pupils of all abilities
  - providing opportunities for pupils to regularly apply their skills and knowledge across the curriculum

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- encouraging pupils to take responsibility for planning, organising and improving their own work.
- Improve the frequency of good and better teaching, by:
  - ensuring teachers use assessment accurately to match work to pupils' needs
  - improving the pace and excitement of lessons to fully engage and motivate pupils.
- Rigorously monitor and evaluate the quality of teaching and learning in order to make sure that teachers are accountable for pupils' progress.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

**3**

The majority of pupils take a pride in their work and present it well. They increasingly make good use of individual and group targets to improve their own learning and to deepen their knowledge of literacy and numeracy, although, this is not yet consistent. Attainment is average by the time pupils leave in Year 6. The results of national tests and assessments largely reflect this. Pupils make progress in their basic skills such as handwriting, spelling and calculations because there are well-established teaching programmes in place. However, the development of higher levels of skills in writing and mathematics is limited. This is because pupils do not write at length for a range of purposes and independently use and apply their numeracy skills often enough. There is no significant difference between the progress of boys and girls. The school takes positive steps to breakdown barriers to achievement by, for example, the effective use of well-trained teaching assistants. As a result, pupils with special educational needs and/or disabilities make satisfactory and sometimes better progress. Overall, having entered the school with skills that are expected for their age, the majority of pupils achieve satisfactorily.

Pupils take their responsibilities seriously, for example, as councillors and playground buddies. They are proud of their involvement in the selection and interviewing of the headteacher and other staff. Pupils' behaviour is good. The vast majority are polite, tolerant and thoughtful towards others, encouraged by thought-provoking assemblies and good opportunities to explore personal and social issues. They particularly appreciate the role of 'Golden Time' in helping them increasingly manage their own behaviour. Occasionally, when the pace of learning is too slow, pupils in Key Stage 1 are not attentive enough. Pupils feel safe. Pupils have a good understanding of how to live healthy lifestyles and this is reflected in their involvement and success in many physical activities. They are increasingly involved in the community through events, such as Grandparents Day and visits to a school for pupils with special educational needs and/or disabilities. However, meaningful links with families from the global community are underdeveloped.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</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>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<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

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

Although teaching is satisfactory overall, there is some good teaching in both key stages. Teachers set clear expectations for pupils' behaviour, who in turn respond well. In the best lessons, teachers generate excitement and interest through setting practical tasks which require pupils to solve problems and apply their skills and knowledge imaginatively. In these lessons, teachers share clear and precise objectives for pupils to achieve and set out clear criteria for success. They use a wide range of strategies to support and challenge pupils of all abilities. However, in the less effective lessons, teachers over-direct and the pace of learning is not always fast enough. Pupils do not contribute to organising and improving their own work sufficiently. Teachers make largely accurate assessments of pupils' progress, although they do not consistently guide pupils to attain challenging targets. There are new systems for setting targets to support learning for pupils with special educational needs and/or disabilities and they are beginning to lead to faster progress, although this is not yet consistent.

The curriculum is no better than satisfactory overall because links between subjects to make learning relevant and exciting are not fully established. Teachers make too much use of worksheets, which limit opportunities for pupils to develop their independence and to apply their learning. There are enriching opportunities for pupils to play musical instruments, learn a modern foreign language and participate in sports. The school is a

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caring one. The parents and carers are particularly appreciative of the headteacher's knowledge and understanding of every child. The procedures for identifying potentially vulnerable children and supporting their personal well-being are developing well.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

Over the last year, the headteacher has developed the role of the senior leadership team to accurately monitor and evaluate the quality of teaching and learning. Procedures for the incisive analysis of pupils' progress have improved well since the last inspection. The headteacher has introduced new methods to sharply track pupils' progress, which are currently being trialled. However, many developments are still in their infancy. The role of subject leaders is developing, although its impact so far has been limited as a result of unavoidable staff changes. A significant strength of the headteacher's leadership are the steps taken to involve pupils, staff, and parents and carers in decision-making and contributing to the school's self-evaluation. As a result, staff morale is high and parents and carers feel very positive about the future. 'The headteacher's management skills have rapidly earned him the trust and respect of all the staff, children, parents, governors and community' is typical of the staff's and others' views.

The governing body fulfils its statutory duties. It is increasingly informed through consultations with staff and governors' monitoring visits. However, systems to enable the governing body to hold the school to account are not fully established. As a result, their overall effectiveness is satisfactory. Policies for safeguarding are appropriate and staff and governors have clear roles. The school satisfactorily promotes equality of opportunity and the understanding of diversity for pupils and staff. The school plays a key role in the school and local community, especially through links with the church and some local businesses. However, community cohesion is satisfactory because meaningful links with families from global communities are underdeveloped. The parental involvement in many aspects of school life, including organising cooking activities, the development of the school garden and contributions to dramatic productions, has a positive impact on pupils' personal development and learning.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</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>3</b>

## Early Years Foundation Stage

Children make satisfactory and sometimes good progress towards the early learning goals. There is an improving trend of achievement. Children settle quickly into nursery routines because of the good systems in place and a warm and welcoming atmosphere. There are good links with parents and carers. The effective arrangements for ensuring that children are safe and well cared for mean that they feel secure and happy. Children's behaviour is managed well. Their hygiene and welfare is promoted effectively. Assessment systems are generally used well to plan for the next steps in children's learning. However, staffing changes have limited the development of the learning environment in the Reception class, which does not fully reflect the rich provision in the nursery. In particular, adults do not always provide activities which are stimulating enough and promote independent learning. The Early Years Foundation Stage leader has identified the need for further development and is working closely with the headteacher to address the situation.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3



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## **Views of parents and carers**

Almost a third of parents and carers responded to the questionnaire. A large majority are fully supportive of the school. They particularly feel that their children enjoy school and that it is well led. The inspectors found that more could be done to help pupils make faster progress, which was an area of concern for a very small minority of parents and carers. However, the school provides good opportunities for parents and carers to help with their child's learning and takes care to inform parents and carers and to consider their suggestions, another two areas of concern for a very few.

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

Ofsted invited all the registered parents and carers of pupils registered at Stanley St Peters Church of England Voluntary Controlled 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 310 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	68	26	33	0	0	0	0
The school keeps my child safe	51	64	27	34	2	3	0	0
My school informs me about my child's progress	31	39	43	54	5	6	1	1
My child is making enough progress at this school	31	39	44	55	3	4	1	1
The teaching is good at this school	32	40	45	56	3	4	0	0
The school helps me to support my child's learning	32	40	42	53	5	6	1	1
The school helps my child to have a healthy lifestyle	31	39	47	59	1	1	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)	28	35	47	59	4	5	0	0
The school meets my child's particular needs	28	35	48	60	3	4	0	0
The school deals effectively with unacceptable behaviour	27	34	45	56	2	3	0	0
The school takes account of my suggestions and concerns	24	30	49	61	5	6	0	0
The school is led and managed effectively	45	56	34	43	0	0	0	0
Overall, I am happy with my child's experience at this school	43	54	35	44	1	1	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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are 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 and spring terms 2009/10 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 pupils' 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.**



Dear Pupils

Thank you for the warm welcome you gave the inspectors when we visited your school. We very much enjoyed talking to you. These are some of the things we found out about your school.

- You feel safe and appreciate the care that all adults show to you.
- You go to a satisfactory school.
- Your behaviour is good and your attendance is average.
- You told us that you enjoy the clubs, such as cookery and gardening, you take part in and know how to live healthily and take part in many sporting events.
- You make a good contribution to the way that the school is run through taking on responsibilities, such as school councillors, playground buddies and looking after the chickens.
- The standard of your work is average and some of you could make even better progress.

To help your school become even better, I have asked your headteacher and the governing body to:

- make all lessons as good as they can be and give you more opportunities to organise and manage your own work and, therefore, make even better progress
- make sure all lessons are exciting and meet your needs
- ask staff to keep a closer eye on how well you are getting on with your work.

You can help by always trying your best and continuing to enjoy school.

Yours sincerely

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