

Walsden St Peter's CE (VC) Primary School

Rochdale Road, Walsden, Todmorden, West Yorkshire OL14 6RN

Inspection dates

15–16 May 2018

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

- The joint headteachers and governors are very ambitious for the pupils. As a result, teaching and pupils' progress are good. Staff are clear about leaders' ambitions and support them well.
- Astute use of professional development and support for staff has resulted in good teaching and good leadership across the school.
- Teachers' good subject knowledge enables them to plan interesting tasks across a wide range of subjects to engage pupils very well.
- Teachers' clear explanations help pupils to settle quickly to the work that is to be done. Pupils are keen to learn, and their good attitudes contribute well to their good progress.
- Teaching assistants are very effective and make a good contribution to supporting pupils, including disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities, particularly with reading.
- Sophisticated systems for tracking pupils' progress are used skilfully by leaders to identify any pupils falling behind. Teachers use this information well to plan support for these pupils.
- All pupils spoken to said that they are safe and enjoy school. They are polite, courteous and respectful to each other and adults. Pupils behave well.
- Pupils enjoy sport and are successful in competitions.
- Leaders ensure that the curriculum provides memorable experiences and enables pupils to learn well. They have made sure that high-quality safeguarding procedures are in place to protect pupils and children.
- Parents and carers are exceptionally positive about the work of the school.
- Children make good progress in Reception because of good teaching and a well-planned curriculum.
- Governors and leaders are clear about the strengths of the school and what needs to be improved further.
- Occasionally, pupils' work is not adjusted to provide additional challenge for the most able, particularly in mathematics and writing.
- Pupils do not have sufficient opportunities to write at length in a range of subjects to deepen their knowledge and understanding. There are times when pupils' presentation and handwriting are not good.
- Middle leaders' skills are not consistently well developed to check the quality of teaching and link it to the progress pupils are making.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching to increase pupils' progress further by:
 - skilfully adjusting work set in mathematics and writing so it is consistently challenging, especially for the most able pupils
 - increasing opportunities for pupils to write extensively across a wide range of subjects to deepen their learning
 - ensuring that the quality of pupils' presentation and handwriting is consistently good.
- Ensure that middle leaders are skilled in checking the quality of teaching and pupils' progress to contribute strongly to the school improvement work of the joint headteachers.

Inspection judgements

Effectiveness of leadership and management

Good

- The joint headteachers and the governors have developed a strong sense of purpose among all of the staff. They have been very successful in making sure that the quality of teaching is good and pupils make good progress.
- The headteachers work exceptionally well together and lead the school very effectively. Staff morale is high and staff support the recent changes made by the new leaders. Parents hold the headteachers and the work of the school in high regard.
- The headteachers have an accurate view of the strengths of the school and what needs to be improved. They have introduced very effective systems for tracking pupils' progress and have coached staff and other leaders to develop good teaching and leadership.
- Leaders and teachers identify the support pupils need should they be falling behind or not making good progress. They check the support regularly and adjust it, if necessary, to maximise its effect. This is a highly effective system for improving pupils' progress.
- Disadvantaged pupils and those pupils who have SEN and/or disabilities benefit very well from the skilled support provided by the school. The pupil premium funding and funding to support pupils who have SEN and/or disabilities are used effectively.
- Middle leaders are clear about the school's priorities. They are keen to develop their skills and are very positive about the coaching and professional development they are receiving. Currently, they analyse pupils' work to assess progress but have few opportunities to check teaching skills and contribute fully to the development of teaching and pupils' progress across the school.
- There is a wide range of subjects studied by pupils, and the curriculum interests them. Pupils were keen to tell inspectors about the 'Ancient Greeks day' they had in school and told inspectors that they enjoy learning. Leaders have introduced new and more challenging schemes of work for writing, reading and mathematics that are being used well by teachers.
- Pupils' personal development, behaviour and welfare are developed well by the experiences they receive throughout school, including residential activities. Visitors from different faiths and activities, along with school performances and plays, provide a wealth of opportunities for pupils to develop their good spiritual, moral, social and cultural understanding.
- The primary school physical education and sports funding is used very effectively. There are high levels of participation in sport and a wide range of sporting activities. For example, pupils take part in hockey, multi-sport, netball, cricket, football and cross country running and are successful in competitions. Pupils are excited by the sporting opportunities they engage in.
- The local authority and the diocese work together and keep a close eye on the performance of the school. The local authority has provided professional development to support improvements in the teaching of writing and mathematics. Its work has assisted the school in maintaining its good overall effectiveness.

Governance of the school

- The governing body is ambitious for the pupils and makes a good contribution to the leadership of the school. Governors are well informed about the school and have a very clear understanding about its performance in comparison to other schools nationally. Governors participate in local authority training and have completed a skills audit to support induction for new governors and upgrade skills for more established members of the governing body. They have used the expertise of the joint headteachers to organise training for governors from other schools in the locality.
- Governors contribute well to the development of the school improvement plan and check how actions are taking effect. They have a wide range of skills in education, business and human resources. They used a very thorough system for appointing the joint headteachers and involved the local authority and the diocese in the process.
- Governors hold leaders to account for their work and check the progress of all groups of pupils thoroughly. They are well aware of how the pupil premium funding is spent and how the support for the disadvantaged pupils is helping them. Governors check the school's finances. They know that funding for pupils who have SEN and/or disabilities is well spent and the physical education and sport funding is creating a love of sport among the pupils.
- Governors have supported the development of a new library and the purchasing of more challenging texts for reading. They are well organised and have developed a strategic calendar to match their business to the school's priorities and plans. Prior to business meetings they prepare a list of challenging questions for leaders to find out about the school in great depth.

Safeguarding

- The arrangements for safeguarding are effective. Safeguarding records are of high quality. They exhibit clearly the school's commitment to keeping children safe. Strong links with parents and external agencies are evident. All the appropriate safeguarding and welfare requirements are also met in the early years provision.
- Leaders have a sharp focus on safeguarding children. Staff are well trained, knowledgeable and vigilant about safeguarding matters. Staff and pupils know what to do should they have any concern relating to safeguarding matters. There is a strong culture of safeguarding across the school. Governors make sure that all adults on the school site are checked to confirm that they are suitable to work with children. The school's central register of these checks meets government requirements.

Quality of teaching, learning and assessment

Good

- Leaders' training and support for teachers have been very effective in ensuring that pupils make good progress because of good teaching.
- Teachers plan interesting topics that engage pupils very well. There are good opportunities for pupils to research topics and use their good reading skills regularly to contribute to their learning. For example, pupils made good progress when using their

research to write about animals including sloths and red pandas.

- Teachers use their good subject knowledge to give clear explanations that help pupils settle quickly to their work and make good progress. Questioning is used consistently well to assess pupils' understanding of what is being learned and overcome misconceptions. Most pupils engage well and give extended responses to questions.
- Teachers check pupils' work regularly to make sure that it is of a good standard. Inspectors noted skilful assessment of pupils' work in class and swift advice to help pupils improve their work quickly. However, there are times when teachers do not adjust work set for pupils well enough to make sure that they are challenged consistently to learn at a good pace and attain the highest standards.
- An analysis of pupils' work showed that teachers' expectations of what pupils are capable of doing have increased over time. The new schemes of work for mathematics and writing are used well, and pupils are making good progress.
- The analysis showed good examples of pupils using mathematical reasoning and problem-solving skills. In writing, pupils are using their good English grammar, punctuation and spelling to write skilfully. Even though pupils are making good progress in mathematics and writing, at times work can be too easy for some, and this is not spotted quickly enough and so the pace of learning for these pupils slows, especially for the most able pupils. The quality of pupils' presentation and handwriting varies. At times, it is less than good, but this is not addressed swiftly by teachers.
- Pupils' work in a wide range of subjects shows good progress being made and good opportunities for pupils to use their mathematical skills in subjects such as science. There are good examples of pupils writing at length, but this is not consistently strong in subjects other than English. As a result, there are times when pupils are not deepening their knowledge or reporting on their work fully. For example, pupils' scientific experiments are not reported fully and conclusions are not precise.
- The teaching of reading is good. Teachers and teaching assistants provide very effective reading support for pupils, especially during intervention sessions for the least able readers. These pupils make swift progress in reading, and behaviour is excellent during these sessions.
- Teaching assistants are very skilled and their work is planned well by teachers. They provide good support for pupils including disadvantaged pupils and those who have SEN and/or disabilities. Consequently, these pupils work well and make good progress.
- Positive relationships and mutual respect exist between pupils and adults. Lessons flow very smoothly.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are polite and listen to each other's points of view. They treat each other and adults with a great deal of respect. Pupils enjoy working together in class and sharing their learning.

- Pupils are kind to each other. Year 6 pupils are proud to be buddies for children in Reception and look after them well at breaktime and lunchtime.
- All pupils who spoke to the inspector said that they enjoy school and feel safe. They understand how to use the internet safely and know they should be careful about sharing any personal details with others. Leaders have made sure that parents are kept informed about how to keep their children safe when using the internet at home.
- Pupils have good opportunities to take part in activities that keep them fit and healthy. At breaktime and lunchtime, pupils keep fit by playing team games and using a wide range of sports equipment.
- Pupils and children in early years get along well together, and no one is left out at play. They are well supervised, confident with adults and welcoming to visitors.
- Pupils have a very good understanding of British values and matters relating to equality. Assemblies and visitors make a good contribution to pupils' good spiritual, moral, social and cultural understanding.
- Pupils have formal elections for their school council. They make a written application and are interviewed by staff to become school ambassadors. There are good opportunities for pupils to take on leadership roles such as sports leadership.
- Pupils take pride in their appearance and are smart in their school uniform. However, there are times when pupils' pride in their work can vary and the quality of handwriting and presentation varies.
- Pupils said that bullying does not happen. They said that there are times when pupils 'fall out', but adults quickly resolve any issues. Pupils are confident that adults will listen to them and respond appropriately should they have any problems.
- There are highly effective systems in place to keep children safe when in school.
- Parents and staff are very confident that pupils are safe and well cared for in school.

Behaviour

- The behaviour of pupils is good.
- Pupils and children enjoy learning and conduct themselves well throughout the day.
- Pupils and children in early years manage their behaviour well inside and outside the classroom. Pupils enjoy the rewards they receive for good behaviour and good work, for example 'star of the week'.
- Parents support the school by making sure that their children are punctual and attend well. Attendance is broadly average, and the proportion of pupils regularly absent from school is below average. Parents said that their children 'love coming to school'.
- Pupils are keen to learn and make a good contribution to their learning. They have good attitudes and respond well to their teachers and other adults. Pupils concentrate well on their work. Occasionally, some pupils are not as keen as others to contribute to questioning and lose focus, although they do not disrupt others.
- The school is a calm and purposeful place. It is free from litter because pupils take care of their school environment.

- All staff and parents believe that behaviour is good in school.

Outcomes for pupils

Good

- Leaders have provided very effective training to make sure that the quality of teaching is good. As a result, pupils' progress is now good across the school in a wide range of subjects, including reading, writing and mathematics.
- Published information shows a dip in progress for those pupils leaving Year 6 in 2016 because they were not fully prepared for the more challenging writing and mathematics assessments at the end of key stage 2. Leaders took very effective action, and progress improved to average in 2017. In 2017, at the end of key stage 2, the proportion of pupils attaining the expected standard in combined reading, writing and mathematics was above average and broadly average at the higher standard.
- By the end of key stage 1 and early years, pupils and children have made good overall progress from their starting points. Leaders are aware that middle-ability pupils have not attained well in writing by the end of key stage 1. Current pupils' work shows that the quality of writing is improving for middle-ability pupils and progress is now good for this group overall.
- New leaders have continued to improve rates of pupils' progress, especially in key stage 2, by focusing on improving the quality of teaching. Inspectors analysed current pupils' work across all year groups and found good progress being made in reading, writing and mathematics and a range of other subjects.
- The most able pupils are challenged effectively by the work set for them, and a good proportion attains high standards and greater depth in their work. However, some are not challenged well enough, particularly in writing and mathematics, to ensure that their work is of a high standard.
- Current pupils' work shows that disadvantaged pupils, and those pupils who have SEN and/or disabilities, are making good progress in reading, writing and mathematics across the school. These groups of pupils benefit very well from bespoke support from teachers and their assistants.
- Over time, attainment in science has been above average. An analysis of pupils' work in science, history and geography showed good gains in knowledge, skills and understanding.
- Pupils' progress and attainment in reading are good across the school. Reading is promoted very effectively and pupils are keen to read. Pupils are excited by the new library that has recently been built. Leaders have introduced more demanding reading books across the school to make sure that pupils are challenged well and make good progress. Pupils are fluent, confident readers with a good understanding of what they are reading. Parents contribute well by listening to their children read at home. The proportion of pupils attaining the expected standard in the most recent screening test for reading at the end of Year 1 was above the national average.

Early years provision

Good

- Children settle quickly into Reception because of the smooth transition from pre-school

settings and home visits undertaken by Reception staff. Parents are very appreciative of the time staff give to helping their children settle into a welcoming and calm environment.

- Most children enter the provision with skills that are broadly typical for their age and some above typical. Children make good progress in Reception.
- Over time, the proportion of children attaining a good level of development has been above average, and a good proportion exceeds the early learning goals. Children make good progress because of good teaching and effective deployment of adults to support children's learning.
- Effective leadership builds on the strong links between home, school and nursery providers to focus quickly on children's needs and abilities.
- Adults have high expectations and children respond very well because activities are planned to meet their interests. Assessment is used effectively to plan future learning.
- Children are keen to do well. Praise is used very effectively to motivate children. There is challenging work to help children make strong progress. Occasionally, children are not challenged well enough to write extensively and apply mathematical skills in a wide range of contexts.
- The curriculum is planned well to support children's good learning, personal development, behaviour and welfare. Children are aware of the high expectations of adults. Consequently, they respond by following routines quickly, behaving and playing well together, and acting with consideration for others.
- Children listen well, learn to respect others and share with others. For example, they work together to create monster trucks, make pies together in the mud kitchen and enjoy learning together. Children organise their time well and tidy up when asked to do so. Provision for indoor learning is good. The outdoor area is restricted because of extended building work, but this is temporary.
- Parents are kept well informed about their children's learning and progress. They are encouraged to support children's reading at home. Along with good teaching, this helps children gain good early reading skills quickly. Parents have good opportunities to 'play and stay' in the provision with their children. This informs them well about what their children are learning and helps parents make a positive contribution to learning at home.
- All the appropriate welfare and safeguarding requirements are met.
- By the end of Reception, children are well prepared for learning in Year 1.

School details

Unique reference number	135862
Local authority	Calderdale
Inspection number	10042230

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	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	173
Appropriate authority	The governing body
Chair	Elizabeth Suthers
Headteachers	Emma Crowther and Esther Logue
Telephone number	01706 812947
Website	www.walsden.calderdale.sch.uk
Email address	office@walsden.calderdale.sch.uk
Date of previous inspection	11 February 2014

Information about this school

- The school is much smaller than the average-sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is below average. One in seven pupils is disadvantaged. Half the disadvantaged pupils have support for their SEN.
- One in eight pupils has support for SEN and/or disabilities; this is average.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.
- There has been significant change to the leadership of the school. Two new joint headteachers were appointed from 1 September 2017. One works for two days and the other for three and a half days allowing a half day overlap for transfer of information.

Information about this inspection

- Inspectors observed a range of teaching and learning throughout the school. Several lessons were jointly observed by inspectors accompanied by the joint headteachers.
- During the two days of the inspection, inspectors spoke with many pupils, both individually and in groups, about learning and safety. Inspectors also spoke with several parents.
- Inspectors reviewed pupils' work in lessons and analysed samples of work in pupils' books.
- Inspectors listened to pupils reading.
- An inspector held a meeting with the chair of the governing body, the vice-chair of the governing body and five other governors.
- An inspector held a meeting with a representative of the local authority and had a telephone conversation with a representative of the diocese.
- Inspectors also held meetings with senior leaders and other staff.
- Inspectors looked at the school's review of its own performance, its development and improvement plans, a number of school policies and the minutes of meetings of the governing body. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors analysed the 32 responses to Ofsted's online questionnaire for parents, Parent View. They also considered the 21 responses to the Ofsted staff questionnaire.
- On both days of the inspection, Years 2 and 6 took some of the national standardised assessment tests.

Inspection team

Jim McGrath, lead inspector

Ofsted Inspector

Mary Lanovy-Taylor

Ofsted Inspector

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