

Inspection of Stanley St Peters Church of England Voluntary Controlled Primary School

Lake Lock Road, Stanley, Wakefield, West Yorkshire WF3 4HS

Inspection dates: 23 and 24 November 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Requires improvement

What is it like to attend this school?

The determined and passionate leadership from leaders and governors has transformed the daily lives of pupils in the school. Parents and carers, pupils and staff agree that pupils can now learn in a calm and positive environment. As one parent said, 'The recent improvements to the school have been staggering.'

Pupils are polite and well-mannered to each other, staff and visitors. They have a detailed understanding of the conduct that is expected of them in lessons and how to demonstrate this. They say that there was some low-level disruption in the past but that this does not happen any more because teachers nip it in the bud before it becomes an issue. Pupils say that bullying rarely happens because staff deal with incidents before they escalate.

In the playground, pupils play well together. There are multiple opportunities for them to be young leaders such as the 'play buddies' or the 'get active leaders'. These opportunities not only give pupils the chance to show their leadership skills but also help others find interesting games to play.

Leaders have introduced a relationships, sex and health education (RSHE) curriculum that is well designed and constructed. Pupils are taught how to show respect to others. They understand the importance of consent and that all people should be treated equally. Pupils talk about what they are taught in RSHE with maturity and an understanding of its importance.

What does the school do well and what does it need to do better?

The whole school community has pulled together and is working as a team to provide a good education for pupils. Much of this work has been spearheaded by the dynamic and tenacious headteacher. She, with the support of governors and other leaders, has ensured that staff carry out improvements that focus on what pupils need to be successful.

Leaders have introduced a behaviour policy that is understood by staff, pupils and parents. However, leaders also know that pupils need the right educational offer to be stimulated and successful. In the past, the standards that pupils have achieved have not been good enough. Leaders have rightly focused on changing the substance of what is taught. They have therefore written and introduced ambitious curriculum plans in all subjects. These plans start from Nursery so children in the early years are prepared for what will come in key stage 1.

Leaders have brought in a new early reading curriculum. They have prioritised its introduction and have trained staff in it. Staff teach phonics expertly. All children in Reception learn phonics right from the start of the year. Children coming into Reception who need extra help are given it straight away through extra sessions with a teacher. Pupils in key stage 1 can read the books that they are given. Staff

have taught them the words and sounds that they need to do this. If pupils start to fall behind, teachers notice and give them the help that they need.

In mathematics and science, curriculum plans are clear and progressive. Teachers understand how to use them well. They have a good understanding of what they should teach because leaders have trained and supported them. Teachers assess precisely what pupils know and do not know based on what they have been taught. Teachers then give pupils the work and explanations needed. Leaders have planned for when teachers will revisit what has been taught in the past. Pupils recall key information that they can then use in further learning.

In subjects outside English, mathematics and science, leaders have designed suitable curriculum plans. However, they have not trained teachers sufficiently in how to teach these subjects. Teachers sometimes set work that does not build on what pupils have been taught in the past. Pupils can forget what to do or how to do it. For example, pupils are not getting better at shading and toning in art and design and have misconceptions about world religions in religious education. Subject leaders are aware of this and have plans for training staff.

Governors have helped to steer the school through a challenging period. They have a clear understanding of their roles. They have focused on challenging leaders to improve important aspects such as reading, behaviour and the offer for pupils with special educational needs and/or disabilities (SEND). Governors check what leaders tell them in meetings by visiting the school and checking action plans.

Leaders and governors have accepted support from the local authority. They have used opportunities such as working with a national leader of governance. Leaders have worked with a school that specialises in early reading. This support has been an important part of many of the improvements seen.

Leaders, including governors, are insistent that pupils with SEND get the support that they need. Pupils with SEND now have plans that set out how teachers should be helping them. These plans are helping pupils come to school more and get better at important skills such as spelling or arithmetic.

There is a clear focus on the communication and language that children need in the early years. Leaders have designed a curriculum with stories and words at the centre of it. Children enjoy retelling stories in their class and at home with their parents. Staff use the vocabulary that leaders have planned for children to learn. Children then use this vocabulary when carrying out other activities, such as making a waterfall or cutting vegetables for a stew.

As in the rest of school, curriculum plans are clear in all areas of learning in the early years but are better implemented in literacy and numeracy. In other areas of learning, such as the natural world, teachers are less clear on what the important knowledge is. Because teachers are less clear on this, some independent learning activities are not well matched to the curriculum. This is particularly the case inside, where some children focus less well and are less productive than outside.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Leaders' work to safeguard children is exemplary. Minimum standards of what is needed are met and often exceeded.

Leaders have carried out extensive work to ensure that the risks of peer-on-peer abuse are known about and reduced. They have talked to pupils about what is happening in the school. Leaders have trained staff on potentially problematic behaviour to look out for. Specific teaching about consent and online safety is included in the RSHE curriculum. This has already helped staff and pupils have a better understanding of what behaviour is and is not acceptable.

Leaders support families who are experiencing difficulties. They work with external agencies to get the help needed. They also challenge agencies when they need to. All of this is focused on what the child or family needs to be successful.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers' subject knowledge is not as strong in foundation subjects as it is in English, mathematics and science. This affects the precision with which they plan, revisit and assess in some subjects. Some teachers do not know what the important knowledge or skills that pupils need are. Pupils do not remember or get better in what leaders want them to and can become less motivated to do their very best. Leaders should ensure that teachers get the training that they need to have the subject knowledge to teach these subjects to a high standard.
- In areas of learning outside the prime and specific areas, staff in the early years are not consistently clear on the sequences of learning children need. Independent learning activities in the environment are therefore not well matched to what children need in all areas. This is particularly the case in the inside environment, where children can become less focused and less productive. Leaders should ensure that they plan out the precise sequences of knowledge and skills they expect in all areas of learning. Staff should then match the learning activities in the inside and outside environments to these plans.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	108247
Local authority	Wakefield
Inspection number	10200652
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	322
Appropriate authority	The governing body
Chair of governing body	Emma Watson
Headteacher	Michelle Wiggins
Website	www.stanleystpeters.co.uk
Date of previous inspection	6 and 7 December 2017, under section 5 of the Education Act 2005

Information about this school

- In September 2021, the school experienced a significant fire in which about one fifth of the school was seriously damaged. The school was closed for two days due to the fire.
- The school has a Nursery for three- and four-year-olds that is open every morning.
- The current headteacher took up the headship role in September 2020. Before this, she was deputy headteacher for one year.
- Since the last inspection, the governing body reduced its numbers to form a school improvement committee. It has recently taken on more members to form a full governing body.
- There is another provider onsite called 'Stepping Stones' that is registered with Ofsted.
- No pupils attend alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, assistant headteachers, members of the governing body, a representative from Wakefield local authority and had a phone call with a representative from the Diocese of Leeds.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, and art and design. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at plans and work in science and geography.
- Inspectors checked the school's single central record and spoke to staff about their safeguarding training. They met with the school's designated safeguarding leader and checked the records and logs that leaders keep on vulnerable pupils and specific safeguarding incidents in school.
- Inspectors checked the individual plans for pupils with SEND and visited the pupils in their lessons. They spoke to parents of pupils with SEND and discussed how pupils with SEND are supported with the special educational needs coordinator.
- Inspectors spoke with groups of pupils, including a group of boys and two groups of girls, about behaviour and the wider offer of the school.
- Inspectors spoke to 22 parents outside school and took into account the views of parents, staff and pupils through Ofsted's surveys.

Inspection team

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