



St Peter's Church of England Voluntary Aided Junior Infant and Nursery School

Inspection Report

Unique Reference Number 107737
LEA Kirklees
Inspection number 277825
Inspection dates 12 July 2006 to 13 July 2006
Reporting inspector Mrs June Sharpe CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Fieldhead Lane
School category	Voluntary aided		Birstall
Age range of pupils	3 to 11		Batley, West Yorkshire WF17 9HN
Gender of pupils	Mixed	Telephone number	01924 326750
Number on roll	188	Fax number	01924 326767
Appropriate authority	The governing body	Chair of governors	Mr Jack Leeson
Date of previous inspection	27 September 1999	Headteacher	Mrs S Muscroft

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Most of the pupils attending this average sized school are from White British backgrounds and live locally. None speaks English as an additional language. The proportion of pupils claiming free school meals is average, as is the proportion with learning difficulties and/or disabilities. About one fifth of the pupils have particular gifts and talents.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This school's view of itself as a good school is correct. It has made good progress since the previous inspection on all fronts, but especially by improving teaching and learning and raising standards. It gives good value for money and has good capacity to improve in the future.

The strong and united leadership of the headteacher and deputy headteacher is the main reason for the school's success. This, along with enthusiastic support from staff and committed governors, ensure that pupils' personal development is good and that they enjoy coming to a happy, friendly and welcoming school. Good consultation gives everyone their say, and thriving partnerships with others ensure that pupils' particular needs are met. Standards and achievement, including those in the Foundation Stage (Nursery and Reception classes), are good. This reflects the good quality of teaching and learning, the enriching curriculum and the good level of care for pupils as individuals. Although standards are high overall, a weakness for many pupils is writing. The school has started to tackle this by improving skills in speaking, but there is further work to be done. The school meets the needs of gifted and talented pupils, but the more capable pupils could sometimes do better in lessons if teachers expected more of them. Teachers set pupils a variety of learning targets, but not all pupils understand enough about what they have to do next to improve their work. Nevertheless, plans for future action indicate a determination not to rest on the laurels of previous successes, but to tackle weaknesses with rigour.

What the school should do to improve further

- Improve achievement and standards for pupils of all ages in writing so they make equal progress in all subjects.
- Provide enough challenge for the more capable pupils in all lessons so they are stretched.
- Ensure that pupils always understand what they have to do next to improve, particularly through the way teachers mark work.

Achievement and standards

Grade: 2

When children start Nursery, their attainment is broadly average. It is sometimes below average in speaking and listening. Girls and boys of all ages, including those with learning difficulties and/or disabilities and particular gifts and talents, make good progress. By the time they leave the school in Year 6, standards are above average. This represents good achievement and good improvement since the previous inspection. In 2005, the school was one of the top 100 schools in the country for improved performance. This success is the outcome of improved teaching and learning, especially in Year 6, where pupils' progress is most rapid. In 2005, the school exceeded its targets for Year 6 pupils reaching the level expected for their ages in national tests in English and mathematics, but not as many pupils as anticipated reached levels higher than

expected for their ages. Although unconfirmed, results of the 2006 tests and assessments suggest continued improvement on 2005 in reading, mathematics and science; writing continues to be a weaker area for pupils of all ages. The school knows that this is linked to the difficulties that some pupils have in communicating their ideas confidently and fluently through speaking. Although most pupils meet the challenging targets that teachers set for them, the more capable pupils could sometimes do even better in lessons if teachers expected more of them.

Personal development and well-being

Grade: 2

Good behaviour and attitudes add considerably to pupils' good achievement. The Investors in Pupils Award demonstrates pupils' willingness to cooperate and to make a positive contribution to the life of their school. Pupils show a high level of confidence and initiative, for example, through the work of the school council and charitable fund raising. Girls and boys thoroughly enjoy taking responsibilities, such as watching over younger pupils at lunchtime. Although attendance is average, pupils enjoy coming to school and are punctual. As a result of good spiritual, moral, social and cultural development, by Year 6, pupils are friendly, polite, mature and sensible. They have a good understanding of right and wrong, which is a central theme of the school's mission statement. A close partnership with the church and assemblies ensure that pupils are thoughtful and caring. Pupils' good understanding of how to stay safe and keep healthy is seen in their enthusiasm for eating fruit and taking regular drinks of water. Pupils make a positive contribution to their community, for example, by taking part in church services and visiting local residential homes for the elderly. Good standards in basic literacy and numeracy, and information and communication technology (ICT) skills prepare pupils well for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

The school's modest assessment of satisfactory teaching and learning does not take account of recent improvements. As a result of good quality teaching and learning, pupils throughout the school, including those with learning difficulties and/or disabilities or particular gifts and talents, make good progress. Enthusiastic teachers work closely with skilled classroom assistants to ensure that pupils have the help they need. Good relationships and high expectations of behaviour ensure that pupils work hard. Teaching is particularly effective in Year 6. This is because pupils rise to the very high expectations of them all to do as well as they can. In a few lessons, however, pupils' progress slows down when they listen to teachers for too long, and when the work set does not help to take their learning forward sufficiently. Consequently, the more capable pupils do not always learn as much as they could. Teachers are aware of the need to provide more opportunities for pupils to practise speaking in order to raise standards in writing. Teachers assess pupils' attainment regularly and thoroughly. They

have introduced several different systems for setting pupils learning targets to aim for. Although some pupils understand what they have to learn next, this is not always the case. Inconsistencies, especially in the helpfulness of teachers' marking, occasionally restrict the pace of pupils' learning.

Curriculum and other activities

Grade: 2

The curriculum meets requirements and caters well for all learners, including those with learning difficulties and/or disabilities or particular gifts and talents. It gives emphasis to English and mathematics and is enriched well by interesting work in other subjects and exciting educational visits. Many pupils enjoy a wide range of extra-curricular activities, including lunchtime activities for younger pupils. One parent commented, 'My child loves French club'. The curriculum for personal, social, health and citizenship education makes a strong contribution to pupils' mature and sensible attitudes. Awards, such as Healthy Schools Award and Sport for England Award, demonstrate strong commitment to teaching pupils how to stay safe and to live healthy lifestyles. The curriculum for children in the Foundation Stage has improved a lot since the previous inspection, especially working outdoors. The curriculum for ICT has also improved. It is now used well to further pupils' learning across all subjects.

Care, guidance and support

Grade: 2

The school has earned its good reputation of caring for all pupils equally and for meeting their individual needs. Teachers keep a very close eye on the progress of all pupils, including the most vulnerable. Sensitive support staff are always on hand to help with specific difficulties. The school works well in consultation with parents, other institutions and outside agencies in order to meet pupils' needs; for example, making the varied provision necessary for pupils with particular gifts and talents. Child protection and health and safety procedures are firmly in place. Pupils say that they feel safe and, as one pupil said, 'I like this school because teachers listen to you'. In lessons, pupils usually receive good guidance, and oral feedback is quick and positive. Arrangements for children to start Nursery and to transfer to secondary schools are good.

Leadership and management

Grade: 2

United leadership by the headteacher and deputy headteacher, along with enthusiastic subject coordination and good governance have resulted in good improvement since the previous inspection. There is good consultation with stakeholders, and the school works in close partnership with many other institutions and agencies in order to provide a good quality of education for all the pupils. Parents and carers think highly of the school. One parent commented, 'I think the school is doing a good job'. Even though achievement and standards are now good, the school has high expectations of itself

and a determination to do even better. Although standards in mathematics by Year 2 have improved, for example, everyone is keen to ensure that the improvement continues next year. As a result of detailed analysis of data, staff and governors have a good understanding of the school's strengths and weaknesses, and they take action to put things right. They know, for example, why standards in writing are a weakness and what they still need to do to improve them. Similarly, staff have correctly identified that national test and assessment results should be higher for the more capable pupils. Action to remedy this has already paid dividends. Nevertheless, there is further work to do to ensure that the more capable pupils always do as well as they can in lessons. Plans to review existing arrangements for setting pupils learning targets and involving them in their own learning and progress demonstrate the school's insightful leadership. There is good capacity to improve in the future.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school. We enjoyed chatting with you and finding out about all the interesting things that you do.

We think that these are the best things about your school

- You help to make your school a happy and friendly place where everyone is welcome and enjoys coming.
- Adults look after you well and keep you safe.
- Your behaviour is good and you work hard.
- Teachers and other adults work hard to help you to enjoy lessons and learn more.
- There are a lot of activities for you to get involved in.
- Your headteacher, deputy headteacher and school governors make sure that your school keeps on getting better all the time.

What your school could do to improve

- Help you to make your writing as good as your reading, mathematics and science are.
- Make sure that your work always makes you think hard and is never too easy.
- Help you to know what you have to do next to improve your work, especially when teachers mark it.

We are sure that you will help your teachers to do all that they have to do to make your school even better. We hope that you have a good summer holiday and enjoy your new classes in September.