

# Stansfield Hall Church of England/Free Church Primary School

Inspection report

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<b>Unique Reference Number</b>	105810
<b>Local Authority</b>	Rochdale
<b>Inspection number</b>	336562
<b>Inspection dates</b>	13–14 January 2010
<b>Reporting inspector</b>	Brian Holmes

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	75
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jo Saunders
<b>Headteacher</b>	Mr Richard Walthall
<b>Date of previous school inspection</b>	0 September 2006
<b>School address</b>	Todmorden Road Summit Littleborough OL15 9PR
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons, and held discussions with governors, staff, groups of pupils and parents. They observed the school's work, and looked at its assessment data, evidence of activities and events, information about the curriculum and monitoring and evaluation documents. Inspectors analysed 50 parents' questionnaires, 46 pupils' questionnaires and nine questionnaires from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the effectiveness of:

- strategies to improve standards and achievement in mathematics and science
- strategies to improve pupils' rates of progress in Key Stage 2
- teaching and the curriculum to meet the needs of specific groups of pupils, such as the more able
- the use of assessment, including marking, to identify the next steps for pupils in order to accelerate their progress
- leaders at all levels, including subject leaders and governors, to drive and sustain improvement.

## Information about the school

The school is smaller than average and has reduced in size since the previous inspection. The current headteacher joined the school in January 2008 and there have been several staff changes since the previous inspection. The school has Early Years Foundation Stage provision which consists of a mixed-age class for children of Reception-age and children from the pre-school playgroup who attend mornings or afternoons. The proportion of pupils eligible for free school meals is higher than average. Almost all pupils are of White British heritage with very few from minority ethnic backgrounds. The proportion of pupils who have a statement of special educational needs is also higher than average. The school has gained a number of awards including the Healthy School's Award, the Activemark, Eco School's status and International School status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

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

**3**

## Main findings

Stansfield Hall is a rapidly improving school. Following significant change to the school leadership, the headteacher and school managers have demonstrated a clear vision in improving standards of behaviour, attendance and pupils' progress in their learning. They are well supported by governors and by parents and pupils, who expressed extremely positive views of the school. One parent typically commented 'this is a friendly and happy school, which shows on the faces of the children at the end of every day'. Parents appreciate the strength of the school's provision for care, guidance and support which is at the heart of the school's work. It has had a significant effect in improving their children's attitudes to school and to learning following a period of disruption to their education caused by staffing changes.

Children in the Early Years Foundation Stage make satisfactory progress from entering the school with skills that are below average in important aspects of their learning. Their progress is sound in a safe and secure learning environment. In Key Stages 1 and 2 pupils' rates of progress have improved and are satisfactory with pupils reaching standards broadly in line with the national average by the end of Year 6. Teaching is satisfactory, with examples of good practice that the school can build on. However, the more able pupils are not consistently challenged in all their lessons. The curriculum satisfactorily supports pupils' achievement and is enriched well with additional activities for pupils' personal development; such as the Th.Inc.Room. Opportunities for pupils to apply their English and mathematical skills in all subjects, are not systematically planned across all subjects or in all classes.

Pupils' behaviour, both in classes and around the school is a strength and contributes well to their learning. Pupils are clear that they feel safe and know that there are adults who will sort out their problems if the need arises. Pupils get on well with each other in a harmonious community. They have a good understanding of how to live healthily, with good levels of participation in the sports activities on offer. Pupils contribute positively to the school through the school council and responsibilities that they undertake such as older pupils looking after younger ones in the playground. The school develops pupils' spiritual, moral, social and cultural awareness effectively. There are good opportunities for pupils to sing together and to reflect in assembly.

The headteacher's motivational and decisive leadership has empowered the staff and has greatly improved morale and teamwork. He and the deputy headteacher have a clear vision for the school and, through accurate self-evaluation and a clear understanding of the school's strengths and weaknesses. There are obvious signs that the school has a satisfactory, and improving, capacity to take its improvement further. However, governors and subject leaders, although both involved in school

self-evaluation, are not yet systematically checking that actions have the desired impact.

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

- Ensure that all teaching is good and better by:
  - improving the consistency with which the needs of the more able pupils are met
  - ensuring that the best practice is shared.
- Improve the impact of the curriculum on pupils' achievement by providing consistently planned opportunities for pupils to use their English and mathematical skills in all subjects.
- Improve the effectiveness of subject leaders and governors by ensuring that they are fully involved in checking the impact of the actions taken to improve outcomes for pupils.
- About 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit from an Ofsted inspector before their next Section 5 inspection.

## Outcomes for individuals and groups of pupils

<b>3</b>
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In the best lessons, pupils are fully engaged and make good progress. In a Year 5/6 numeracy lesson, all pupils were challenged to work out percentages using practical examples from real life. Pupils worked well collaboratively to share strategies for solving the problems they were set. In some lessons, the more able pupils make less progress when their needs are not specifically met. Across the school, pupils make satisfactory progress and reach standards broadly in line with the national average. Rates of progress are accelerating in all classes in mathematics and standards in mathematics and science by the end of Year 6 are improving steadily. In Key Stage 1, pupils are making good progress in their learning, particularly in reading and mathematics. Evidence from lesson observations and pupils' work shows that, in Key Stage 2, most pupils are making satisfactory progress, and pupils in Years 5 and 6 are making good progress. Pupils with special educational needs and/or disabilities make satisfactory progress, but when they are supported well, as in the best lessons, they make good progress.

Pupils say that they feel safe and that their teachers look after them, describing the school typically 'as a safe place to be'. Behaviour is good and has improved rapidly. Pupils have a good understanding of how to live healthily, demonstrated through the 'healthy tuck shop' which they manage, making appropriate decisions about which food to stock. Pupils undertake a number of roles and make a good contribution to the work of the school as school councillors and managing playground activities for younger pupils. Their contribution to the wider community is good through the 'Young People's Forum' and the 'Rights Respecting School' initiative. Attendance is above average and its improvement demonstrates pupils' increased enjoyment and happiness with school. 'It is a kind, loving school which makes us feel happy' one pupil typically commented. They

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are satisfactorily prepared for the next stage of their education through the skills that they develop. Pupils demonstrate good spiritual, moral and social awareness and a clear understanding of right and wrong. Their cultural awareness is satisfactory through the opportunities provided for them to learn about other cultures and faiths.

*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>2</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching is satisfactory with examples of good practice. In the best lessons, pupils make good progress because they are fully engaged in their learning and are given well planned opportunities to work with other pupils in investigating and solving problems. For example, in a lesson in Year 1/2, pupils undertook a physical activity to increase their understanding of halving and doubling. Planning is effective in meeting the needs of most pupils, although not always so for the most able. Teachers use good strategies to share lesson objectives with pupils so that they understand what is expected of them. Pupils are given good opportunities to use information and communication technology in their learning, which they enjoy and find stimulating. Where teaching is less effective, the pace of learning slows when activities lack focus and are not interesting enough. As

<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.

a consequence, progress is satisfactory. The use of assessment to support learning is satisfactory and improving. Teachers' marking makes clear to pupils what they have done well and, in most classes, makes clear what they need to do next to improve their work. Pupils understand their targets and in Years 5/6 set their own targets based on their analysis of the teacher's comments on their work.

The contribution of the curriculum to pupils' learning is satisfactory. A focus on mathematics has resulted in improved progress by pupils in all classes. Pupils undertake an appropriate range of writing activities, but opportunities for them to apply their English and mathematical skills are not systematically embedded across all subjects. Good practice was seen in pupils' work on the Victorians and the local environment. Recent developments, such as the daily massage session to calm pupils and the 'Th.Inc.Room', make a good contribution to pupils' personal development. Pupils' learning is enriched well by the good range of extra-curricular activities on offer, additional activities such as French and themed events, for example, International Week, Science Day and Maths Day.

Pupils are well cared for in a secure learning environment. Good relationships help develop pupils' confidence and self-esteem. The school treats pupils as individuals and places emphasis on meeting their individual needs, as seen in the good procedures to support vulnerable pupils, including effective links with outside agencies. There are thorough systems for monitoring behaviour and attendance.

*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>2</b>

## **How effective are leadership and management?**

The headteacher and deputy headteacher have a clear vision for raising achievement and have embedded effective systems for checking on the quality of teaching and tracking the performance of pupils. As a result, teaching is improving, although best practice is not always shared. The school has an accurate view of its strengths and weaknesses and is developing its self-evaluation processes, although subject leaders are not as consistent as senior leaders in ensuring that actions taken have the desired impact. The governing body fulfils its statutory duties satisfactorily and is committed to the headteacher's vision. Governors are involved in school self-evaluation, although not fully in checking the effects of actions taken. Safeguarding procedures meet current requirements well with clear policies and guidelines for ensuring pupils' welfare and safety. Equality of opportunity is promoted so that the needs of all pupils are met

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individually. The school promotes community cohesion satisfactorily. The school is a cohesive and harmonious community and it has begun to work with groups beyond the local community although these plans are at an early stage of development.

*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	2
<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>2</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**

The quality of provision for children in the Early Years Foundation Stage is satisfactory. The area is satisfactorily led and managed with the main areas of weakness identified and plans in place to address them. Staff place a high priority on children's safety and the learning environment is secure. There are good links with parents, including with parents of children in the Puddle Ducks Play Group. Children start school with skills that are below those typical for their age, particularly in communication, language and literacy. They make satisfactory progress and by the end of the Reception Year their attainment is just below that expected nationally.

Children settle quickly and happily to their learning and develop good relationships with adults and with each other. In adult-led activities there is an emphasis on developing language skills as seen in work on the story, 'Lost in Snow'. Planned tasks enable children to develop good levels of concentration in sustained activities. They demonstrate independence and confidence in making choices of activities, play appropriately on their own without adult intervention and on joint tasks such as using play dough. Planning meets children's needs and assessment is used appropriately to check their progress and plan the next steps in learning. The range of activities outside is not as well matched to children's learning needs as those indoors.



*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

## **Views of parents and carers**

Inspectors' findings agree with the views of the overwhelming majority of parents who are very positive about the school. Almost all parents feel that the school keeps their children safe, that their children enjoy school and that they are happy with their children's experiences at school. A few parents feel that unacceptable behaviour is not effectively dealt with, but the inspection found that pupils' behaviour is good and is well managed by adults. Parents typically commented on the friendliness and approachability of staff and how happy their children are at the school.

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

Ofsted invited all the registered parents and carers of pupils registered at Stansfield Hall Church of England/Free Church 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 inspector received 50 completed questionnaires by the end of the on-site inspection. In total, there are 75 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	70	14	28	0	0	0	0
The school keeps my child safe	40	80	10	20	0	0	0	0
The school informs me about my child's progress	35	70	15	30	0	0	0	0
My child is making enough progress at this school	28	56	21	42	1	2	0	0
The teaching is good at this school	34	68	15	30	1	2	0	0
The school helps me to support my child's learning	22	44	26	52	1	2	0	0
The school helps my child to have a healthy lifestyle	27	54	20	40	2	4	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)	21	42	27	54	1	2	0	0
The school meets my child's particular needs	28	56	20	40	1	2	0	0
The school deals effectively with unacceptable behaviour	34	68	12	24	4	8	0	0
The school takes account of my suggestions and concerns	24	48	25	50	0	0	0	0
The school is led and managed effectively	37	74	13	26	0	0	0	0
Overall, I am happy with my child's experience at this school	39	78	11	22	0	0	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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.

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## 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 pupil's 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.**



15 January 2010

Dear Pupils

Inspection of Stansfield Hall Church of England/Free Church Primary School,  
Littleborough, OL15 9PR

Thank you for being so welcoming, friendly and polite when I visited your school recently. I enjoyed my time at Stansfield Hall, particularly the discussions I had with you. I know that you like your school a great deal and that you enjoy going there.

I think that Stansfield Hall is a satisfactory and rapidly improving school with a number of strengths. I was impressed by your good behaviour and by how well all the pupils get on with each other. You told me that it is easy to make friends and that you like the school's small size because everyone gets more attention from the adults. You enjoy your lessons and all the activities on offer and make a good contribution to the life of the school. You like your teachers, who, you told me, are kind and welcoming. You enjoy your lessons, particularly French and the opportunities you are given to use computers. As a result of everything the school does for you, you reach average standards in your work and are beginning to improve further. You become thoughtful, caring and responsible young people. All of these things that the school has to offer are made possible because your headteacher, other staff and the governors work hard to do their best for you.

I am asking your school to do a number of things to improve. Firstly, I have asked the school to make sure that all your learning is good in all classes and that those of you who find learning easier than most are challenged in all your lessons. I have also asked that you are given more opportunities to use your reading, writing and mathematical skills in all your subjects. Finally, I have asked those staff in charge of subjects, and governors, to make sure that they do everything they can to keep improving your education.

You can help by continuing to work hard, behaving well and doing your best to help the school improve further.

With very best wishes for the future.

Yours sincerely

Mr Brian Holmes

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Lead inspector

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