

Walsden St Peter's CE (VC) Primary School

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

Inspection dates 11–12 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' outstanding attitudes to learning, their behaviour around the school and the way that they are kept safe are, together, a major contribution to the life of this thriving school.
- Children get off to a good start with their learning in the Reception class and all are ready for Year 1 when their time comes.
- Good progress continues throughout the school. Standards at both key stages continue to improve in reading, writing and mathematics and pupils achieve well.
- Teaching is consistently good and sometimes outstanding. Lessons keep pupils busy and teachers make them enjoyable. Pupils say, 'You learn a lot at this school.'
- Leaders have continued to improve aspects of the school's work since the previous inspection. Outstanding qualities have been maintained and good aspects improved.
- The management of teaching and learning is good and the increased consistency in the quality of teaching has improved pupils' progress and achievement.
- Governance of the school is strong and effective. Governors support school leaders in setting high expectation for pupils' achievement and check the school's progress toward them thoroughly.
- Parents are overwhelmingly supportive of the school.

It is not yet an outstanding school because

- Not enough teaching is outstanding.
- Teachers do not check and record pupils' progress as frequently as they could do and so they do not always have a fully accurate picture of how well pupils are doing.
- The most able pupils are not always given hard enough work so that they make the best possible progress.
- Outstanding teaching is not used effectively as a model for teaching in all lessons.

Information about this inspection

- Inspectors observed 12 lessons or part lessons.
- Meetings took place with pupils, members of staff and the governing body, a representative from the local authority and a group of parents.
- Also taken into account were the 29 responses from the online questionnaire (Parent View) as well as questionnaires completed by members of the school staff.
- Inspectors observed the school's work and examined a wide range of documentation which included: national assessment data and the school's own assessments; local authority reports; the school's own view of its work; safeguarding information and samples of pupils' work.

Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

Baljinder Khela

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized primary school in which almost all pupils are White British.
- The proportion of pupils supported by the pupil premium is well below average. The pupil premium is additional funding for pupils known to be eligible for free school meals, children from service families and those looked after by the local authority.
- A below average proportion of pupils is supported through school action.
- Similarly, the proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' achievement and progress in English and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching so that more of it is outstanding and thereby raise achievement further by:
 - checking and recording pupils' progress frequently during the term so that teachers always have an up to date and accurate picture of pupils' achievement
 - using the information gathered to make sure that the most able pupils are always given sufficiently demanding work so that they reach their full potential
 - using the outstanding teaching in the school more effectively to model teaching in all lessons in order to improve the overall quality of teaching and learning.

Inspection judgements

The achievement of pupils

is good

- Children enter Reception with a range of pre-school experiences. Generally their abilities are typical for their age although some are slightly below expectations in aspects of communication and social and emotional development. Consistently good and at times excellent teaching and exciting activities mean that they make good progress. Almost all achieve a good level of development in all areas of their learning, and some are more advanced. All are ready for Year 1 by the end of their first year in school.
- Pupils build well on this good start in Years 1 and 2. There has been a rising trend in their achievement over the past three years. Results of the Phonics (letters and the sounds they make) screening check in Year 1 are above the national average. Standards in reading, writing and mathematics at the end of Year 2 were also above average in 2013, although the proportion of pupils reaching the higher Level 3 in writing did not meet the national average. Current school assessments show pupils to be on track to improve on last year's performance.
- Standards and progress at the end of Year 6 also show an improving picture over the past three years, since the previous inspection. Standards in reading were much better than the national average in 2013, and continue to be so. Mathematics faltered because not all of the most able pupils achieved the expected level in the national test. In the current year, progress in Year 6, as in other classes, has been more rapid. The work in pupils' books, as well as current school assessments, show Year 6 pupils to be well on track to reach above average standards in reading, writing and mathematics with some potentially reaching the highest Level 6.
- Pupils achieve well in reading. They value books and have good attitudes to reading for learning and pleasure. All have collections of books at home and enjoy talking about their favourite authors. Pupils in Year 2 are confident readers. They use their phonics skills well to tackle unfamiliar words and generally read without much difficulty. By the end of Year 6 pupils are fluent and accurate readers even with texts they have not seen before. They have a good understanding of what they read and their confidence is not shaken when they are asked to read aloud.
- Pupils achieve well in other areas. Good progress is seen in science and topic work, for example, and Year 5 pupils demonstrated good skills in French. Sporting achievements are commendable. Pupils do well in tournaments in a range of sports.
- The most able pupils in Year 6, where teaching is particularly strong, are continually challenged and currently they do well. Progress of the most able pupils in other classes is not as consistent. Inspection evidence shows that activities do not take enough account of what the most able pupils have already achieved and so they make less progress than they might otherwise do in lessons.
- Disabled pupils and those who have special educational needs make good progress. Their learning is planned well so that the knowledge and skills they most need are boosted at a good pace. The headteacher who takes responsibility for these pupils' learning is very knowledgeable about how best to help them learn. Skilful support staff are very sensitive to pupils' particular needs and help them to learn well.
- The numbers of pupils in each class who are supported by the pupil premium are very low. Past and current assessment data show that the group, overall, do as well as, and sometimes better than others in the school. Senior leaders leave no stone unturned in the way that the group's progress is checked to secure the right provision for them to ensure their equality of opportunity and good achievement.

The quality of teaching

is good

- Teachers have continued to improve their skills, through training, since the previous inspection and this has brought better consistency to their work.

- There is good teamwork and teachers' particular skills are used well throughout the school. On one afternoon, for example, pupils in junior classes changed teachers so that all were taught well in music, French and physical education by a teacher with expertise in one of those subjects. This good use of teachers' skills means that pupils improve their knowledge and skills well across the curriculum.
- Learning is good because pupils are extremely keen to do well. They know that their efforts are valued and they rise to the high expectations set by their teachers.
- Teachers' subject knowledge is good and they use learning resources effectively. Use of technology in lessons to help pupils learn has improved significantly since the previous inspection.
- Lessons start promptly because pupils are always ready in time. There is always plenty of time for practical learning so that pupils reach the lesson target and make at least good progress.
- Mathematics is taught well. Pupils learn their multiplication tables and other number systems thoroughly. There is also time given to teaching pupils how to use their mathematical knowledge to solve problems.
- For some pupils however, activities do not provide enough challenge. In a mathematics lesson, for example, although pupils used their knowledge of number well to solve fraction problems, the most able, who had mastered the necessary skills, were not required to use those skills in different ways or to think at a higher level than others in the class.
- In contrast, all pupils in Year 6 made rapid progress in an outstanding lesson when studying ratio because of the teacher's ability to pinpoint pupils' different abilities and challenge the most able to measure their own progress and test themselves further during the lesson. Pupils commented that mathematics lessons were typically like that.
- Outstanding teaching and learning, however, is not sufficiently shared in order to effectively raise the overall quality of teaching.
- There is good focus in literacy lessons on teaching spelling, grammar and punctuation. As a result, the quality of writing in the school is good. Teachers use a variety of methods to fire up pupils' imaginations for writing. For example, in one class there was thoughtful discussion about the styles of different authors while in another, pupils read and discussed a chapter from an Enid Blyton *Secret 7* novel in order to use the text to support their writing about the characters in the story.
- Pupils' progress is reviewed termly and targets for the end of the year are confirmed. Pupils' on-going achievements in literacy and mathematics, however, are not recorded systematically by teachers in order to measure their progress at any stage during the term. This can lead to some uncertainty about exactly where pupils are up to and how best to plan the next steps to move learning on further. A noticeable effect is that the most able pupils are sometimes given targets to achieve something that they can already do.

The behaviour and safety of pupils are outstanding

- Pupils' consistently above average attendance is a measure of how much they enjoy school.
- They arrive punctually, smartly dressed, and are keen to start the day. Parents say that their children never complain about school or report anything that causes concern.
- The behaviour of pupils is outstanding both in lessons and around the school. They are always eager to contribute and there is always a very good show of hands when questions are asked or they are invited to read aloud. The volume of work they have to show in their workbooks since the beginning of the year is impressive.
- Playground relationships are excellent. Boys and girls share equipment and play amicably. The playground is litter-free because they are sensible about using the bins provided.
- Pupils move sensibly around the school, dealing maturely with the unusual classroom layout and their behaviour in assemblies and the dining hall is excellent. They are invariably polite and well mannered and have the highest regard for the adults who care for them in school.
- The school's work to keep pupils safe and secure is outstanding. As a result, no safeguarding

issues have been raised and parents unanimously agree that their children are safe and happy in the school.

- Pupils have an excellent understanding of the impact different forms of bullying can take, including that linked to the internet and strongly confirm that there is none in school. School records confirm this. Recorded incidents are extremely rare. Pupils know what hazards they might have to face outside of school but are well versed in how to manage those risks.
- Pupils' understanding of right and wrong and their determination to give of their best and consider others underpins the school's Christian character and reflects the guidance and expectations of the school.
- Pupils take pride in what they do whether representing others on the school council, acting as 'buddies', or taking part in village events.
- This pride was beautifully demonstrated in a whole school assembly led by Year 2 pupils. Pupils and parents giggled with delight as art work was displayed on the electronic whiteboard. Year 2 pupils oozed confidence as they spoke their 'I'm not scared of the monster' poems loudly and clearly, finishing their demonstration of newly learned skills by reciting the Japanese alphabet.

The leadership and management are good

- The headteacher and senior leaders are a strong team who have maintained the school's previously outstanding qualities and brought improvement to those that were good.
- They keep a close watch on the school's work, and use their findings to provide support for staff and agree fresh plans for improvement. They have an accurate picture of how well the school is performing and clear aims and plans for its future. All staff and governors are highly ambitious for the school and share a commitment to driving standards and achievement up further.
- There has been light touch support from the local authority who has kept a check on the school's progress and is confident in leaders' ability to continue the path of improvement.
- The good quality of teaching and learning and its positive impact on pupils' progress and the standards they reach is central to leaders' work. The expectation of good and better teaching is measured rigorously through the Teachers' Standards. Teachers know that financial reward is linked to classroom performance. They are supported well, through professional discussion and well planned training, to help them work towards their performance targets. Leaders recognise that the sharing of outstanding teaching would contribute effectively to teachers' professional development.
- Middle leaders, with responsibility for leading improvement in subjects, have a good knowledge of their subjects. They work as an effective team to maintain a good curriculum for pupils to enjoy and which helps them to achieve well. There is a good selection of activities to enrich pupils' learning and broaden their personal horizons.
- Especially popular with pupils is the range of sports activities provided. There is a good take-up of sports and pupils do well in them. Pupils' health and well-being are being further enhanced by the school's thoughtful use of the primary schools' sports funding to ensure that less active pupils are encouraged to take up more sport and teachers' physical education teaching skills are improved.
- **The governance of the school:**
 - The governing body is highly supportive of the school but nonetheless vigorous in the way it holds school leaders to account. Since the previous inspection, governors have looked critically at their own work and taken steps to improve their skills in order to be more effective. Governors are skilled at analysing national assessment data to compare the school's academic performance with others' nationally. They were quick, for example, to pick up on the weaker performance of most able pupils in mathematics and are now watching that situation closely. Governors are also aware of how well pupil premium spending is helping those supported to achieve because of their robust checking of the progress of different groups to make sure there is equality of opportunity. They have a clear picture of the overall teaching quality and how that is linked to the salaries structure. Other finances, including the primary sports

funding are managed efficiently. There are no concerns over safeguarding which is given very high priority and continues to fully meet all requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135862
Local authority	Calderdale
Inspection number	440902

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	157
Appropriate authority	The governing body
Chair	Helen Moules
Headteacher	Peter Stevenson
Date of previous school inspection	5 April 2011
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