

Stanley St Peters Church of England Voluntary Controlled Primary School

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

Unique reference number (URN): 108247

Inspection report: 10 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Attendance is a high priority. Leaders analyse patterns meticulously and act swiftly to remove barriers. Attendance is slightly above the national average and there is notable improvement for persistent absentees. Leaders maintain high expectations, challenge absence robustly and work closely with families to secure improvement.

Leaders and staff have established a culture that is highly conducive to learning. High expectations for behaviour are consistently maintained, and staff act as positive role models. Relationships between staff and pupils are respectful and caring. This means that pupils feel safe and valued. In lessons, pupils show exemplary attitudes to learning. Lessons are calm and purposeful.

Clear routines are embedded throughout the school. Pupils respond promptly to instructions and show increasing independence. They understand and live out the school's values 'Be safe, Be respectful and Be responsible', which are reinforced through 'praise points'. Tailored strategies are put in place effectively to support pupils, who need extra help to manage strong emotions. Playtimes and lunchtimes are safe and inclusive, with older pupils modelling mature behaviour. Bullying is not tolerated, and the school's ethos strongly promotes acceptance.

Pupils are polite and proud of their school. They welcome pupils who are new to the country. Behaviour and attitudes are consistently positive, underpinned by consistently high expectations.

Curriculum and teaching

Strong standard ●

Since the previous inspection, leaders have improved the curriculum so that it is more ambitious and carefully sequenced across all subjects. Teaching ensures that pupils build knowledge cumulatively from the early years to Year 6, so pupils are well prepared for their next stage of education. Leaders have developed consistent teaching approaches, such as recall of prior learning. This supports pupils to retain knowledge securely in their long-term memory.

Teachers demonstrate their expert subject knowledge and apply the school's strategies consistently. Teachers make skilled adjustments, such as for pupils with special educational needs and/or disabilities, so that all pupils can access the full curriculum. The teaching of early reading is a clear strength. It ensures that pupils read fluently. Pupils who are developing their early reading skills receive precise support to keep up. Recent work to further improve strategies to teach writing are showing impact in writing across the curriculum. In mathematics, foundational knowledge such as mental arithmetic is prioritised. Staff ensure that pupils' errors are addressed promptly before moving on to new learning.

Leaders check that teachers implement the curriculum as intended. They act swiftly to bring about improvements if needed. The whole-school focus on vocabulary effectively supports pupils who speak English as an additional language.

Early years

Strong standard 

Leaders' clear and ambitious vision for the school's youngest children gives children the best possible start to school. Children learn in a calm, well-organised environment, where routines are clear and expectations are high. This helps children to feel safe, confident and ready to learn. Children play and learn together happily. They respond well to adults and show growing independence.

The early years curriculum is ambitious and carefully planned. Teachers use their checks effectively to adapt activities so that every child makes rapid progress. Staff model language clearly and encourage children to talk, building vocabulary. The curriculum helps children to practise and apply what they have learned. For example, children use concrete materials, such as chalk and dice, to show their understanding in mathematics.

Leaders prioritise early reading. Children learn phonics securely and handwriting is developing through targeted support and physical development activities. Teachers check how children are learning and developing and make timely adjustments. Leaders monitor provision rigorously and work closely with parents and external agencies to meet individual needs. Children, including those who are disadvantaged or those with special educational needs and/or disabilities, progress very well from their starting points. Children leave Reception very well prepared for Year 1.

Inclusion

Strong standard 

Leaders have established a highly inclusive culture, where ambition for all pupils is sharply focused. Pupils who face barriers to learning, including those who are disadvantaged, pupils with special educational needs and/or disabilities (SEND) or pupils known to children's social care, have their needs identified swiftly. They access the same broad and ambitious curriculum as their peers. Staff have high expectations and make thoughtful adaptations, to support pupils to succeed.

The school applies a step-by-step approach to support pupils with SEND effectively. Staff use a range of resources and strategies well, such as visual cues and sensory breaks. Where pupils need more specialised help, leaders work with families and professionals to explore whether further support is appropriate. Staff training equips staff with the expertise to support the range of needs in the school.

Parents, carers and pupils are involved in decisions, and statutory requirements are met fully. The school makes effective use of additional funding. The strategies to support disadvantaged pupils are evidence-based and complemented by highly effective pastoral provision, including the school's own 'zen zone' provision and enrichment activities that build resilience and create rich experiences.

Leaders monitor progress rigorously and adjust interventions systematically. Inclusion is at the heart of the school's ethos, ensuring that pupils thrive, both academically and personally.

Leadership and governance

Strong standard 

Leaders have created a culture of high expectations and ambition that is evident across the school. They have a clear understanding of priorities and take decisive action to secure improvement. Leaders make decisions that are in the best interests of pupils. For example, since the last inspection, leaders have redeveloped the curriculum and ensured that provision in the early years gives children the best possible start to school.

The professional learning programme is a strength. Leaders provide high-quality training that helps staff to teach confidently and effectively. Staff speak positively about the impact of this training. For example, highlighting successful initiatives for improving pupils' writing and spelling. Leaders offer a wide range of career development opportunities, including national qualifications and specific courses tailored to staff's needs. They provide high-quality support and training for other schools and external professionals, effectively supporting their development.

The wellbeing of staff is a priority for leaders, who have introduced initiatives to ensure that staff feel supported. Leaders consult with staff before they implement policies in order to reduce unnecessary workload, ensuring that staff can focus on teaching. Governors maintain a clear focus on leader wellbeing. They provide robust support, including attending events for parents and carers, staff training and providing mental health support for staff.

Governance is highly effective and collaborative. Governors work closely with leaders, using detailed performance analysis to challenge and support improvement. They act decisively, when needed, and effectively implement new strategies, which has a clear and positive impact on pupils' outcomes and staff development.

Personal development and wellbeing

Strong standard 

Leaders have created a well-structured and extensive personal development programme that helps pupils to develop the skills they need for life beyond school. The school's 'road map' programme includes a sharp focus on personal safety topics that are relevant to the local area, such as river safety. The personal development programme includes lessons on values, wellbeing and self-care. Relationships and sex education and health education are taught with sensitivity. Pupils learn how to keep themselves safe both on and offline. Teaching helps pupils to understand healthy relationships.

Pupils contribute to the wider life of the school through their leadership roles, such as the pupil parliament, eco-warriors and reading ambassadors. The personal development programme supports pupils' understanding of right and wrong. Pupils understand the consequences of their actions. They behave with integrity and cooperate consistently well with others. Pupils learn about respect, fairness and the importance of rules in school and the wider community. Older pupils have a deep understanding of fundamental British values. They understand the importance of democracy, liberty and acceptance and know how these apply in everyday life.

The school offers a wide range of enrichment activities that broaden pupils' experiences and develop their talents. Experiences and activities are carefully selected to strengthen the curriculum. Pupils enjoy clubs and sporting activities. They speak enthusiastically about

events. Leaders ensure that disadvantaged pupils benefit from this offer. Leadership roles, including house captains, help pupils to develop responsibility and teamwork. Pupils understand that these roles allow them to 'give something back' and build confidence. Pupils celebrate and respect difference.

Opportunities for cultural, artistic and sporting participation are extensive, and pupils engage extremely well. Pupils develop resilience, confidence and a clear sense of responsibility. Leaders respond quickly to pupils' needs, providing highly effective pastoral support. Pupils are very well prepared for the next stage of education and life in modern Britain.

Expected standard

Achievement

Expected standard

Pupils are well prepared for the next stage of their education because they develop secure foundations in communication, reading, writing and mathematics. In the early years, staff teach phonics effectively so that children are on track for future learning. Targeted support for those at the earliest stages of reading is successful in improving decoding skills.

Across the school, pupils' work reflects high expectations for presentation and handwriting. Pupils progress through the English curriculum well, particularly in reading. Pupils write for a range of purposes, editing and improving their work. Revised approaches to writing are supporting pupils' writing composition well. In mathematics, pupils grasp key concepts and apply them confidently across curriculum subjects.

Published outcomes are above national averages, overall. However, achievement for disadvantaged pupils remains a priority. Leaders act decisively to close gaps in learning, but attainment for this group is not consistently high over time.

What it's like to be a pupil at this school

Pupils thrive in the school's nurturing environment. This creates a deep sense of belonging and helps pupils to enjoy school life. Attendance is improving because leaders take appropriate and swift action to tackle barriers to attendance. Pupils achieve well across the curriculum because staff set high expectations and provide consistently effective teaching. Pupils work hard and take pride in their learning.

Inclusion is at the heart of leaders' work. Everyone is warmly welcomed, including pupils who are new to the country. Pupils who speak English as an additional language and pupils with special educational needs and/or disabilities get the support they need to succeed. Staff know pupils well and provide the right support so that pupils achieve well over time. Staff and pupils treat each other kindly. Pupils feel safe and trust staff to help them. Bullying is very rare. Pupils know that staff will deal with any concerns quickly. Pupils behave consistently well. The school's approach to teach pupils positive behaviour develops pupils' understanding of right and wrong.

Children in the early years settle quickly into routines. They are supported extremely well by staff. Children develop positive learning habits. They enjoy the rich selection of activities on offer. The well-planned provision supports children to build early reading, vocabulary and social skills. Adults ensure that children progress well, developing curiosity, independence and a love of learning.

Leadership roles such as becoming elected members of the school parliament, help pupils to develop confidence and resilience. Pupils are well prepared for future responsibilities. Opportunities beyond the curriculum, such as the school's 'St Peter's promise' of 100 experiences, allow pupils to contribute positively to the school community. The school's 'immersion days' support pupils' engagement and enjoyment of the curriculum. Pupils leave as confident, caring individuals, who are well prepared for the next stage of their education.

Next steps

- Leaders should build upon the effective practice in the curriculum to further support all pupils, including those who are disadvantaged, to achieve highly.
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About this inspection

The chair of the board of governors in this school is Emma Watson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders, governors, including the chair and vice chair of governors, staff and pupils in the school during the inspection. Inspectors also spoke with parents and carers at the start of the school day.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The most recent section 48 inspection of the school's religious character took place in February 2023.

The school does not currently make use of any alternative provision.

Headteacher: Michelle Wiggins

Lead inspector:

Kathryn McDonald, His Majesty's Inspector

Team inspectors:

Emmeline Ford, Ofsted Inspector

Lorraine Bamforth, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 March 2026

School and pupil context

Total pupils

296

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

312

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

26.18%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.70%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

20.95%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	61%	Above
2024/25 (revised)	87%	62%	Above
2023/24 (final)	67%	61%	Close to average
2022/23 (final)	74%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	74%	Above
2024/25 (revised)	94%	75%	Above
2023/24 (final)	82%	74%	Above
2022/23 (final)	79%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	72%	Above
2024/25 (revised)	87%	72%	Above
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	77%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	73%	Above
2024/25 (revised)	91%	74%	Above
2023/24 (final)	86%	73%	Above
2022/23 (final)	87%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	46%	Close to average
2024/25 (revised)	69%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	47%	46%	Close to average
2022/23 (final)	42%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	62%	Above
2024/25 (revised)	77%	63%	Above
2023/24 (final)	87%	62%	Above
2022/23 (final)	50%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	59%	Close to average
2024/25 (revised)	69%	59%	Close to average
2023/24 (final)	53%	58%	Close to average
2022/23 (final)	50%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	60%	Above
2024/25 (revised)	69%	61%	Close to average
2023/24 (final)	73%	59%	Above
2022/23 (final)	75%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	53%	68%	-15 pp
2024/25 (revised)	69%	69%	0 pp
2023/24 (final)	47%	67%	-21 pp
2022/23 (final)	42%	66%	-25 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	73%	80%	-7 pp
2024/25 (revised)	77%	81%	-4 pp
2023/24 (final)	87%	80%	7 pp
2022/23 (final)	50%	78%	-28 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	78%	-20 pp
2024/25 (revised)	69%	78%	-9 pp
2023/24 (final)	53%	78%	-24 pp
2022/23 (final)	50%	77%	-27 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	73%	80%	-7 pp
2024/25 (revised)	69%	81%	-11 pp
2023/24 (final)	73%	79%	-6 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	75%	79%	-4 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.6%	5.2%	Close to average
2023/24 (3 term)	5.0%	5.5%	Close to average
2022/23 (3 term)	4.9%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	12.4%	13.3%	Close to average
2023/24 (3 term)	13.9%	14.6%	Close to average
2022/23 (3 term)	11.6%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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