

Warley Town Primary School

Inspection report

Unique Reference Number	107495
Local Authority	Calderdale
Inspection number	336894
Inspection dates	21–22 October 2009
Reporting inspector	Pritiben Patel

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	106
Appropriate authority	Local authority
Chair	Nigel Razzell
Headteacher	Lisa Hoyle
Date of previous school inspection	8 February 2007
School address	Dark Lane Warley Halifax, West Yorkshire HX2 7SD
Telephone number	01422 831 592
Fax number	01422 831 594
Email address	admin@warleytown.calderdale.sch.uk

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Introduction

This inspection was carried out by two additional inspectors who visited four lessons and held meetings with representatives from the governing body, members of staff and groups of pupils. They observed the school's work and looked at a range of evidence, including information about pupils' progress, pupils' work, the quality of teachers' marking and the questionnaires completed by 67 parents and carers.

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

- the effectiveness of strategies to improve the attainment of groups, including more able pupils in mathematics at Key Stage 1
- the effectiveness of strategies to improve the attainment of groups, including the more able and pupils with special educational needs and/or disabilities at Key Stage 2
- the quality of teaching and learning in meeting the needs of all groups of pupils
- the impact of leaders at all levels on pupils' progress.

Information about the school

Warley Town is a small school in comparison to others. It is situated in a village. Almost all pupils come from White British backgrounds. A below average proportion of pupils is entitled to claim free school meals. The proportion who have special educational needs and/or disabilities is below average. None has a statement of special educational needs. Reception children are taught in a mixed class with pupils from Year 1. The school has attained the Activemark for sound sports provision and the International Award in recognition of the links established with schools in different countries.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Warley Town is a good school because it provides a good standard of education for pupils. This is the result of good leadership from the headteacher, a strength which many parents have identified. For example, the following comment was echoed by many parents when they wrote that the 'headteacher is excellent and leads a talented group of teachers'.

Some aspects of Warley Town are outstanding. For example, in this small village school, all pupils are known individually and the excellent caring ethos and family atmosphere is valued by both pupils and parents alike. Reflecting the comments of many, one parent wrote, 'This school is like a family.'

The curriculum is outstanding and has an excellent impact on pupils' adoption of healthy lifestyles and on their enthusiasm in lessons.

Children generally start the Early Years Foundation Stage with skills, attitudes and knowledge below expectations for their age. As pupils move through the school, they make good progress and attain above average standards by the end of Year 6 in English, mathematics and science.

Initial national test results for 2009 show standards in all areas at Key Stage 2 have recently improved. Pupils make good progress in their learning because of good teaching and learning. Relationships between staff and pupils are excellent. Lessons have a fast pace and teachers plan enjoyable and fun activities for pupils, which have an outstanding impact on their engagement. For example, in a mixed Year 3 and 4 literacy lesson, pupils were eagerly learning about persuasive language through designing mythical monster cakes, which they then made. Good assessment and tracking systems help to ensure that teachers know the different abilities of their pupils well, and they plan activities accordingly. Teachers' marking of pupils' work is up-to-date; however, not all marking points out clearly to the pupils what it is they need to do next to improve their work. As a result, not all pupils are clear about their next steps for improvement.

The school has a good capacity to improve. Staff at all levels work very well together as a team and are highly supportive of one another. In this small school teachers undertake many different roles well. Subject managers monitor the quality of teaching and learning and scrutinise pupils' work, as well as providing training for teachers. However, the impact of actions and initiatives is not closely monitored.

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What does the school need to do to improve further?

- Improve standards and accelerate progress by ensuring that teachers' marking consistently highlights the next steps for pupils.
- Ensure that leaders and managers at all levels rigorously monitor the impact of actions and initiatives on pupils' progress.

Outcomes for individuals and groups of pupils

2

Pupils enjoy school and speak very highly of their lessons and teachers. For example, one pupil told inspectors, 'Teachers help you if you're going wrong.' This comment was reflected by many. Pupils openly ask questions and explore their ideas, thereby enhancing learning, because teachers value what they say.

Inspectors saw a mixed Year 3 and 4 literacy lesson where the work was tailored effectively to the needs and abilities of all pupils. Pupils were learning about persuasion and the less able were asked to focus on appealing adjectives, while more able pupils were thinking about intriguing questions that would make their products more appealing. Good differentiation in matching the work to these pupils' needs and abilities had a positive impact on their progress.

More able pupils are provided with increasing opportunities to practise their problem-solving skills in mathematics lessons and to complete open-ended challenges. These are helping to improve their mathematical skills and abilities and promote their good progress.

Pupils with special educational needs and/or disabilities receive good support from staff during lessons, and this enables them to make good progress in their learning. They also have individual specific targets which help them to focus on learning.

Information on pupils' progress presented by the school shows that all groups of pupils, including those with special educational needs and/or disabilities and the more able, make good progress.

Pupils' understanding of safety issues is outstanding. For example, they know how to take very good care of themselves in cars because they have learnt about the importance of wearing seatbelts. Pupils have a very good understanding of how to use the internet safely. Pupils' contribution to both the school and local community is outstanding: for example, through participation in the school council; Friday celebration assemblies for parents; and fundraising by organising nail painting sessions and selling buns.

Pupils' understanding about healthy lifestyles is outstanding. Pupils readily eat fruit, vegetables and salad during lunchtime. They drink water during the day and

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participate in a very wide range of sports activities such as football, netball and country-dancing.

Pupils behave well and are polite, mature and respectful. Their social, moral, spiritual and cultural development is outstanding. Pupils have quiet time for reflection and prayer during assembly. The vicar promotes very good understanding of the concept of sharing and pupils learn about different cultures through themed weeks such as International Week.

Pupils’ good development of basic skills along with their good behaviour and attendance helps to prepare them well for the next stage in their schooling.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	2
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers work effectively to ensure that classrooms are bright, colourful and stimulating environments for pupils. Their good subject knowledge enables pupils to make good progress in their learning. Teachers model activities well and this ensures that pupils know what is expected of them in lessons. More able pupils are provided with open ended tasks. For example, through the ‘Writing Rocks’ challenges which provides them with creative starting points to write, such as ‘Edible’ writing, where pupils write creative sentences using food items such as peas. This has a positive impact on their motivation.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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The outstanding curriculum has an excellent impact on pupils' engagement in lessons. Links between subjects are securely in place and these help pupils to apply the skills learnt in one lesson to another. Themed weeks, such as Fashion Week, impact positively on pupils' creativity as they make hats and shoes using various materials whilst learning about their properties at the same time. Themed days such as Victorian Day, where pupils experience Victorian games and toys, help them to learn about Victorian life in an enjoyable way. A very wide range of clubs meets the various interests of pupils very well such as Italian, computer and multi-skills. Visits to museums, the local area and residential visits make an excellent contribution to the development of pupils' personal skills. Information and communication technology is used creatively across the curriculum, for example in science where pupils draw and label the human body and in art where pupils design pictures in the style of the artist Paul Klee.

Outstanding care, guidance and support ensure that all pupils feel valued. The following comment made by a parent illustrates this point well: 'Warley Town is a very caring and friendly school which takes into consideration individual children's needs.' Strong links with external agencies such as the education welfare officer, psychologist and behaviour support team help staff to meet the individual needs of pupils excellently. Health and safety is given high priority and risk assessments of school visits are securely in place. Pupils say that they feel very safe in school and that teachers deal extremely well with any problems they may have. Induction procedures are excellent. For example, the headteacher holds individual interviews and tours for every parent whose child joins the Reception class.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

As a senior leader rightly said, 'The headteacher has worked hard to win the hearts and minds of teachers'. As a result, all staff work as a team with a common vision. The headteacher actively involves key stakeholders in school improvement. For example, staff, pupils and parents contribute to the school improvement plan.

The school is well led and subject leaders are effective in improving standards. However, the school does not evaluate sufficiently the impact of its actions and initiatives in order to measure how effective they have been.

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Safeguarding procedures are excellent because the care and safety of pupils is taken very seriously. Equality of opportunity is promoted well and the school tackles discrimination effectively. A clear policy is in place which is monitored and followed appropriately.

The headteacher works very successfully to ensure that parents are well informed through termly newsletters, and half termly curriculum plans are sent to parents so that they know what pupils are learning. In addition, the headteacher has written guides for parents on key areas such as progress and assessment. Partnerships with secondary schools, primary schools and sports partnerships are good and help to improve provision for pupils.

Governors contribute to the school improvement plan and school self-evaluation well. They are proactive and have evaluated their own impact; for example, in identifying that the school improvement plan should be more closely monitored to maximise outcomes for pupils.

Community cohesion is good. An audit has been undertaken and provision is being improved. Links with schools and communities in India and Uganda have been developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage and attain in line with expectations by the time they enter Year 1. This is because the quality of

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teaching and learning are good. Adults use good questioning to enhance children’s knowledge and understanding. For example, children were observed linking letters and sounds and rapid questioning from the class teacher enhanced progress.

Staff praise children’s efforts and this has a positive impact on their self-esteem, engagement and willingness to try new activities. Curriculum provision is good. The learning environment is organised in stimulating ways and covers all the key areas of learning such as literacy, numeracy and creativity. There is a good balance between adult-led and child-initiated learning. For example, a very recent visit to a museum was the theme for various activities which excited the children: some children were busily sequencing photographs of their visit, others were exploring the skeleton of the human body and some were building the museum outdoors using plastic blocks.

Staff are sensitive to children’s individual needs, and procedures to promote children’s welfare are good. Continuous assessment allows adults to plan appropriate next steps for children.

Leadership of the Early Years Foundation Stage is good. The leader has a good understanding of its strengths as well as areas for development. One identified priority is to ensure that the outdoor environment is further developed in order to maximise learning opportunities.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The large majority of parents and carers are highly satisfied with the school and most were very positive. In the areas relating to children’s enjoyment of school, children’s safety and how satisfied parents are with their child’s overall school experience, almost all responses were positive. Thirteen per cent of parents felt that the school did not deal effectively with unacceptable behaviour. Inspectors did not find that this was the case.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Warley Town 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 inspection team received 67 completed questionnaires by the end of the on-site inspection. In total, there are 106 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	81	13	19	0	0	0	0
The school keeps my child safe	57	85	10	15	0	0	0	0
The school informs me about my child’s progress	38	57	25	37	1	1	0	0
My child is making enough progress at this school	40	60	23	34	2	3	0	0
The teaching is good at this school	44	66	22	33	0	0	0	0
The school helps me to support my child’s learning	35	52	30	45	1	1	0	0
The school helps my child to have a healthy lifestyle	37	55	27	40	1	1	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)	32	48	28	42	1	1	0	0
The school meets my child’s particular needs	43	64	22	33	0	0	0	0
The school deals effectively with unacceptable behaviour	31	46	24	36	9	13	0	0
The school takes account of my suggestions and concerns	34	51	28	42	1	1	0	0
The school is led and managed effectively	49	73	17	25	1	1	0	0
Overall, I am happy with my child’s experience at this school	50	75	16	24	1	1	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 all 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.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



26 October 2009

Dear Pupils

Inspection of Warley Town School, Halifax, HX2 7SD

On behalf of the inspectors, I would like to thank you for helping us when we came to find out how well you are getting on. We enjoyed visiting your lessons and talking to some of you. You all spoke very highly about your school and we agree with you and your parents that Warley Town is a good school.

Here is a list of some of the things that we found out about your school.

- You make good progress as you move through school, and attain above average standards by the end of Year 6.
- Teaching is good. Teachers give you good opportunities to work in groups and discuss your work. Your teachers plan interesting activities for you which you enjoy; for example, when you make mythical monster cakes in literacy lessons!
- You all spoke very highly of all staff in the school and this is because of the outstanding level of care they show towards you. As a result, you are polite and behave well.
- The curriculum is outstanding. You have opportunities to participate in activities such as Italian, netball and country-dancing. You enjoy very much the various themed weeks such as International Week and Fashion Week.
- Children in the Reception class make a good start.
- Your headteacher, staff and governors work hard for you.

Even in a good school like yours there are certain things that can be improved. We have asked your teachers to make sure that when they mark your books, they clearly point out to you what it is that you need to do next to improve your work. Finally, we have asked leaders and managers to find out more about how the work that they do affects your progress.

I wish you all the very best and I hope you continue to work hard and enjoy school!

Yours sincerely

Pritiben Patel
Lead Inspector

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