

Warton Archbishop Hutton's Primary School

Inspection report

Unique Reference Number	119404
Local Authority	Lancashire
Inspection number	339433
Inspection dates	29–30 September 2010
Reporting inspector	Gill Jones HMI

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

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	153
Appropriate authority	The governing body
Chair	Mr Ray Halliday
Headteacher	Mrs Michelle Gaydon
Date of previous school inspection	14 September 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed eight lessons and two intervention groups, saw eight teachers and held meetings with the local authority, governors, staff, parents and pupils. They observed the school's work, and looked at the school development plan, minutes of governing body meetings, tracking and assessment data, newsletters to parents and carers and the school website. They scrutinised questionnaire responses from 54 parents and carers, 11 staff and 84 pupils.

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

- How well the school knows pupils' abilities and to what extent it sets challenging targets for pupils' outcomes.
- The extent to which the recent inconsistency in staffing and classroom practice has slowed pupils' progress.
- The extent to which leaders and managers at all levels evaluate the impact of their work against the outcomes achieved by pupils.

Information about the school

This is a smaller-than-average sized primary school situated in a rural village. Most pupils walk or cycle to school. The vast majority of pupils are of White British heritage. A very small minority of pupils are known to be eligible for free school meals. The percentage of pupils with special educational needs and/or disabilities is well below the national average. A small proportion of these pupils have a statement of special educational needs.

There have been several staff changes since the last inspection. The headteacher took up post in January 2008. The deputy headteacher is on secondment for a term. Two members of staff stepped up to join the senior leadership team in his absence and a temporary teacher is taking his class.

The school has gained a number of awards including: the Race Equality Mark, the Active Schools Mark and Basic Skills 3. There is a breakfast- and after-school club on site. A separate report for this provision can be found on the Ofsted website.

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?

3

The school's capacity for sustained improvement

3

Main findings

Archbishop Hutton's Primary School is providing a satisfactory quality of education. Parents and carers report that their children enjoy school and most are satisfied with their children's experience overall. Children start in the Early Years Foundation Stage (Reception) with skills, knowledge and abilities that are typical of four and five-year-olds nationally. There is a wide range of ability, including a sizeable proportion of very able children. Pupils make adequate progress over their seven years in school and by the end of Year 6, most attain the nationally expected levels in English and mathematics for 11-year-olds. This represents satisfactory achievement. The headteacher demonstrates determined leadership to drive and implement change. She has tackled the issues identified at the last inspection effectively. However, some other aspects of school improvement are less successful. For example, improving pupils' progress in mathematics is a weaker aspect of the school's work.

Pupils are polite and welcoming to visitors. They make friends easily and say they feel safe in school. They are sensitive to one another's feelings and articulate their likes and dislikes well. They know how to keep fit and have a good understanding of a healthy diet. Pupils contribute well to the local community. They particularly enjoy preparing and serving lunch once a week to elderly parishioners. The parishioners appreciate this and the pupils are developing a good understanding of respect and responsibility, through demonstrating a commitment to caring for others.

The quality of teaching and the curriculum are satisfactory. Relationships between the staff and pupils are positive and the impact of this results in pupils' good behaviour. Pupils apply themselves well in their work and are keen to achieve. Where teaching is good, the teachers have high expectations and the work matches pupils' individual abilities well. However, in the satisfactory lessons, frequently the work set lacks sufficient challenge and the assessment of pupils' progress is relatively weak.

The school provides satisfactory care, guidance and support for pupils. It works well with other agencies to provide additional support for vulnerable pupils and their families. Pupils with special educational needs and/or disabilities receive satisfactory support in lessons from teaching assistants. However, the individual learning targets for pupils with additional needs and others are sometimes too broad and this is a barrier to them making better progress.

The headteacher knows the strengths and weaknesses of the school. She has managed recent staff changes successfully, maintaining pupils' satisfactory attainment and progress. A very new and willing leadership team is rapidly gaining in confidence and is beginning to offer good support in the deputy headteacher's absence. Subject leaders are developing their skills well. They testify to the improvements made since the last inspection, particularly with regard to the increased focus on tracking individual pupils' progress and

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pupils' personal development and well-being. Staff recognise that there is still more to do and are keen to secure improvement. However, school improvement planning does not focus sharply enough on actions that will lead to measurable improvements in pupils' outcomes. Self-evaluation is broadly accurate, but lacks precision which slows the pace of improvement.

Governance is satisfactory. The governing body is supportive of the school and is providing an adequate level of challenge. It has a realistic view of the school's performance. It meets its statutory duties, which include ensuring the provision of daily worship. However, it does not check all aspects of the school's work carefully enough. For example, it does not evaluate whether the school's plans for improvement are having a positive impact on outcomes for pupils. The governing body is aware that a minority of parents and carers are discontented, particularly by the policy for daily worship. They acknowledge that although the school promotes an 'open door policy', a small minority of parents and carers feel that the school ignores their views and that leadership and management are poor. The governing body policy for dealing with complaints is adequate. However, a very small minority of parents and carers reported to inspectors that they do not have enough confidence in the impartiality of the governing body to use it.

The school is providing satisfactory value for money and leaders and managers at all levels are demonstrating a satisfactory capacity for sustaining school improvement.

What does the school need to do to improve further?

- Raise standards in English and mathematics by ensuring that:
 - staff hold high expectations of pupils' abilities
 - all lessons are good or better
 - the work set in lessons provides appropriate challenge, particularly for more-able pupils.
- Improve pupils' progress, particularly in mathematics, by ensuring that:
 - staff make accurate and regular assessments of pupils abilities
 - individual learning targets are shared with pupils and parents and carers regularly
 - pupils' learning targets are in small manageable steps and achievable
 - ensure that marking shows pupils exactly how to improve their work.
- Improve the quality of self-evaluation by ensuring that:
 - leaders and managers use all the pupil progress data available to them to determine the priorities for school improvement
 - the school development plan is sharply focused on improving pupil outcomes and the number of annual priorities are reduced
 - monitor regularly the implementation of the development plan and evaluate its effectiveness against the outcomes achieved by pupils.
- Improve the quality of governance by ensuring that:
 - governors make full use of the available national and local data to hold the school to account for pupils' outcomes

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- minutes of meetings provide a clear record of how well the school is performing against the priorities in the school development plan, including regular checks on agreed timescales and actions
- the school complaints procedure is shared with parents and carers on a regular basis, parents and carers are encouraged to use it and their views and opinions are taken into account.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils reach the nationally expected levels of attainment for seven and 11-year-olds in reading, writing and mathematics. The percentage of 11-year-olds who reach the higher Level 5 is in line with that expected nationally. Pupils' achievement is better in English than in mathematics. Despite mathematics being a priority in the school development plan, pupils' progress in this subject remains slower than that expected nationally and the school did not meet its challenging targets in 2010.

Pupils are confident in lessons and support each other well when working with partners or in small groups. For example, in a Key Stage 1 English lesson, pupils worked together well to find different adjectives to improve their poems. In another English lesson, pupils discussed how a child's life was different in Mozambique and demonstrated their good understanding of a different culture. However, in a satisfactory Key Stage 2 mathematics lesson, although all the pupils were working quietly to complete the task set, one pupil explained to the inspector the properties of different triangles and was clearly able to work at a level well above that expected by the teacher. Pupils appreciate learning musical instruments and their progress is good. They sing well in assembly and are proud of their achievements in music and sport.

The spiritual, moral, social and cultural development of pupils is good. They show a good level of care and understanding towards pupils with special educational needs and/or disabilities. Pupils are keen to contribute to the school and local community. They have raised significant sums for charity. Members of the school council are articulate and represent the views of the other pupils well. Many pupils take on additional responsibilities as school captains and mentors to younger pupils. A good range of school clubs are popular and well attended. Pupils particularly appreciate the residential visits where they work together to develop their team building skills. Pupils, parents and carers described some incidents of bullying to inspectors. Those pupils spoken to by inspectors are confident that staff deal with any incidents fairly and that bullying is rare. The majority of pupils report that behaviour in school is good. During the inspection all pupils were courteous. The behaviour of the six pupils serving lunch to parishioners was exemplary. Overall, pupils' levels in the basic skills by end of Year 6 are average. Consequently, they are adequately prepared for the next stage in their education and for their future economic well-being.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Typically, teachers build good relationships with the pupils and consequently, pupils are confident and willing learners. However, teachers' expectations of what pupils can achieve are frequently too low, particularly in mathematics. In the majority of lessons observed, pupils made only satisfactory progress, mainly because teachers did not set a high enough level of challenge. They rely too heavily on age-related published schemes of work and worksheets to plan their lessons. This means that the resources chosen by teachers generally secure average standards, but do not provide additional stretch for the more-able pupils. In other lessons, teachers' poor management of time led to pupils' making unsatisfactory progress.

Teachers are tracking pupils' individual progress but are not yet using assessment effectively enough to make a significant impact on improving the rate of pupils' progress in lessons. Very little work was available for inspectors to evaluate the quality of marking. From the limited examples in pupils' exercise books, marking is regular and mainly celebratory. Some pockets of good practice were evident in pupils' assessment portfolios and the subject leaders have clear action plans for improving this further.

Staff have given much thought to the curriculum, in line with government advice. It meets statutory requirements and provides a good range of extra-curricular enrichment activities. There is sufficient emphasis on the basic skills of literacy and numeracy. However, teachers do not always deliver activity afternoons such as welly Wednesday' carefully

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enough to ensure that pupils make sufficient progress to achieve the good curricular aims. The curriculum for pupils' personal, social and emotional development is good. This includes activities such as 'friendship Friday', where pupils appreciate the hour in social groups to discuss moral dilemmas and issues as part of the Social and Emotional Aspects of Learning (SEAL) curriculum.

The school works well in partnership with other agencies to provide care and support for vulnerable pupils and their families. During the inspection, good care was evident in dealing with a pupil who expressed concerns. However, the school does not have a systematic or transparent way of documenting incidents and consequently is not able to demonstrate easily the impact of its work. Teaching assistants provide a good level of support in lessons and in additional activities, such as the drama group. However, the targets for pupils with special educational needs and/or disabilities are not always specific enough to help them to make any better than satisfactory progress.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Following the disruption to staffing since the last inspection, the headteacher is now firmly focusing on improving the outcomes for pupils. The members of the senior leadership team are quickly adapting to their new roles and are providing good support. Subject leadership is developing well. Staff track pupils' progress regularly, linking it to the challenging targets set by the governing body. They identify any pupils who are underachieving and provide additional support.

The school provides equal opportunities for all pupils, including for those known to be eligible for free school meals, and tackles discrimination adequately. Community cohesion is satisfactory. Staff recognise the mono-cultural make-up of its own school community and the school is using the curriculum effectively to develop pupils' understanding of cultures and communities that are different from their own. Relationships with parents and carers are relatively weak. Over a quarter of the parents and carers who responded by questionnaire reported concerns over their children's progress and the limited information they receive from the school. The school provides regular information to parents and carers in newsletters and on the attractive website. However, the school has satisfactory plans in place to report termly to parents and carers on pupils' learning targets and progress. The school meets current requirements for safeguarding the health, safety and well-being of its pupils.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children start in the Early Years Foundation Stage (Reception) with skills and abilities which are typical of those found nationally for their age. They make satisfactory progress and are adequately prepared for the curriculum in Year 1. After only four weeks in school, the children have settled well and confidently use all the indoor and outdoor spaces available. They talk happily to visitors and explain coherently what they are doing. They demonstrate good levels of concentration and a high degree of maturity for four- and five-year-olds. Children who took part in the nature walk showed their natural awe and curiosity. They talked excitedly about the leaves, seeds and bugs they collected while looking at them carefully through magnifying glasses with the skilled teaching assistants. Some children looked in books to find pictures of similar bugs. They made good progress in this activity.

Relationships between staff and children are good. The classroom is a well organised, attractive space. A good range of activities are provided indoors which meet the children's learning needs well. The outdoor area is less well developed, but leaders and managers have satisfactory plans to improve this aspect of provision. The assessment of children's progress, although improving, is still relatively weak. The children who left reception in 2010 appear to have made better progress than previous cohorts; leaders and managers explained this was because of the more secure assessment procedures. The school does not make full use of parents and carers as partners in their children's learning and opportunities are missed to ensure that they have a full understanding of how best to help their children. The leadership of the Early Years Foundation Stage is satisfactory.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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 received a good response from parents and carers. Of the 54 questionnaires, 27 had additional comments. Just over half the comments were negative and some parents and carers wrote at length to explain their concerns. Most concerns were about the quality of the curriculum, in particular the amount of time spent on worship and activities such as 'friendship Friday' and welly Wednesday'. A very small minority of concerns were about the quality of leadership and management, the school not taking account of parents and carers' views and bullying. The positive comments included the quality of care provided, the hardworking staff and headteacher and how much their children enjoy school.

Overall, most parents and carers are happy with their children's experience at school. However, the satisfactory judgements in some aspects of this report reflect inspectors' partial endorsement of parents' and carers' views. Inspection evidence did not support the small minority of negative views on pupils' behaviour or the larger number of comments received about the governors' insistence that the school fulfils its statutory duty by providing an act of daily worship.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Warton Archbishop Hutton's 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 inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 153 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	63	20	37	0	0	0	0
The school keeps my child safe	29	54	25	46	0	0	0	0
My school informs me about my child's progress	15	28	32	59	5	9	2	4
My child is making enough progress at this school	17	31	23	43	11	20	3	6
The teaching is good at this school	27	50	19	35	5	9	1	2
The school helps me to support my child's learning	20	37	29	54	1	2	1	2
The school helps my child to have a healthy lifestyle	25	46	26	48	3	6	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	39	28	52	0	0	3	6
The school meets my child's particular needs	23	43	22	41	5	9	2	4
The school deals effectively with unacceptable behaviour	19	35	24	44	3	6	3	6
The school takes account of my suggestions and concerns	16	30	25	46	7	13	3	6
The school is led and managed effectively	22	41	18	33	8	15	4	7
Overall, I am happy with my child's experience at this school	27	50	22	41	2	4	3	6

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.

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.



1 October 2010

Dear Pupils

Inspection of Warton Archbishop Hutton's Primary School, Carnforth, LA5 9QU

You may remember that I visited your school recently with two other inspectors to see how well your school is doing. Thank you for talking to us and for sharing your views about your school. This letter is to explain what we found.

We judged your school to be providing you with a satisfactory quality of education. This means it does some things well, but other things need to improve. We judged that the standards you reach are the same as those expected nationally for your age. Over the seven years you spend in school your progress is satisfactory. We think you can do better. To help you, we have asked your school to do the following things:

- raise the standards you reach in mathematics and English
- improve your progress by making sure that all of your lessons are at least good quality
- make sure the school's plans for improvement are focused on helping you to reach higher standards in your work
- make sure that your headteacher and the governing body check regularly that their plans are making a positive difference to your progress.

We enjoyed meeting you and were impressed by your good manners in the playground, dining hall and in lessons. We know that you are aware of how to keep fit and healthy and that you know the difference between right and wrong. You can continue to help your teachers by working hard in all your lessons and listening carefully to their instructions. We wish you all the best for the future.

Yours sincerely,

Gill Jones

Her Majesty's Inspector

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