

Warton Archbishop Hutton's Primary School

Back Lane, Warton, Carnforth, LA5 9QU

Inspection dates 20–21 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- There is not enough good or better teaching to ensure pupils achieve consistently well in mathematics and writing.
- Progress is uneven across the school.
- Lessons are not always planned to suit the abilities of all pupils.
- Marking in mathematics does not consistently provide guidance on how to improve work.
- Pupils are not always given time to check their work.
- The headteacher has introduced systems to check how well the school is doing. However, staff and governors have not had enough time to use them to improve pupils' learning.

The school has the following strengths

- The headteacher is taking a strong lead in improving the school. She is building a stable team and ensuring that all staff receive the training they need to improve the quality of learning and teaching.
- Pupils enjoy reading and do well because reading is taught regularly and well.
- Computers are particularly well used to support learning.
- Pupils feel safe in school, they are polite and keen to learn.
- The school cares for pupils so they feel valued.
- Staff and governors are keen to increase their knowledge so that teaching is more effective and pupils make better progress.

Information about this inspection

- The inspector observed 10 lessons, small group activities and listened to pupils read.
- Meetings were held with groups of pupils, a parent, members of the governing body, a local authority representative and school staff.
- The inspector took account of 26 on-line questionnaires (Parent View) and a letter from a parent.
- The work of the school was observed and a range of documents were looked at, including the school's self evaluation, data on pupils' progress, minutes of governing body meetings and records relating to behaviour, attendance and safeguarding. The inspector also examined work in pupils' books.

Inspection team

Louise Murphy, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is well below average.
- The proportion of pupils supported at school action is below average.
- The proportion of pupils supported at school action plus or having a statement of special educational needs are well below average.
- All pupils are from a White British background and speak English as their first language.
- The school hosts an independently managed before and after school facility.
- Staffing has stabilised since the last inspection.
- The school meets the floor standard, which is the government's minimum expectation for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve further the quality of teaching so that all lessons are good or better by ensuring:
 - teachers consistently use what they know about pupils' learning to plan lessons, especially in mathematics
 - marking in mathematics consistently shows pupils how to improve their work.
- Raise attainment and improve the rate of progress in writing and mathematics by ensuring:
 - pupils are given time to edit and correct their work in English and mathematics
 - pupils are provided with increased opportunities to write independently and at length.
- Ensure leaders and managers at all levels accelerate school improvement by:
 - rigorously checking on how well teachers use information about pupils' previous progress to plan lessons that meet the needs of all pupils
 - working with the governing body to ensure members can use what they know about the school to judge the effect of any new initiatives.

Inspection judgements

The achievement of pupils

requires improvement

- Children enter Reception with skills and knowledge typically expected for their age. The teacher has established excellent relationships with parents. One dad works with children to create models made of wood. This particularly appeals to boys encouraging them to think for themselves and try out new ideas. Children are making good progress by the time they enter Year 1.
- Achievement requires improvement because progress is not yet consistently good across the school. Progress has been slow in Key Stage 1. However, effective leadership and a permanent staff, together with new methods of teaching are having a positive impact on pupils' learning. As a result, pupils are now on course to meet their targets at the end of the year.
- Reading has been a school focus. This has resulted in younger pupils being taught to match letters and the sounds that they make. Pupils read in groups led by a teacher and so standards in reading are improving at the end of Key Stage 2.
- By the time they leave Year 6 pupils reach broadly average standards. There has been some improvement this year, particularly in the proportion of pupils attaining at the higher levels in English and mathematics.
- Attainment in writing is weaker than in reading. Teachers ensure that pupils practise different styles of writing and ensure that grammar, spelling and punctuation feature regularly in their teaching. However, pupils do not have enough opportunities to write at length. Neither do they regularly have time during lessons to look carefully at the good guidance that teachers provide in their marking and use it to improve their work.
- Progress in mathematics is below that expected nationally. Pupils do not always do their corrections in mathematics.
- Teaching assistants are supporting disabled pupils and those with special educational needs to make good progress relative to their starting points.
- Additional staff have been funded through the pupil premium grant. Pupils who benefit from this grant have learnt well as a result.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not consistently good. There are too many lessons in which the introduction or the follow-up tasks do not match the needs of all pupils. This means that there are parts of lessons that are too easy or too difficult for some pupils, particularly in mathematics.
- Teachers often mark pupils' writing effectively. They identify aspects of work that pupils have done well and something they could do to make it even better. However, the marking of mathematics is not always as helpful. Some staff will include an example of how to accurately work out a calculation that a pupil has done wrong, but this practice is not consistently applied.
- The teaching of reading is good and pupils are supported to develop a range of strategies to help them read more fluently and understand what they are reading. For example, in one good lesson pupils took on the role of characters in the 'Light House Keeper's Lunch'. The pupils thoroughly enjoyed retelling the story in their own words and explaining how their character might feel and react in a situation.
- Computers are well used across the school. Pupils are enthusiastic about one of the mathematics programmes, which allows them to work with pupils from countries around the world and challenge their mathematical skills.
- Teaching assistants are effective when working with individual pupils, small groups, those with a disability or special educational need and pupils eligible for pupil premium. They make a valuable contribution toward ensuring that there are equal opportunities for all pupils. However, teachers

do not always make best use of teaching assistants during the introduction to a lesson and sometimes more able pupils miss an opportunity to get on with their learning as quickly as possible.

- Relationships in lessons are good. Staff are quick to praise pupils when they answer questions and make a contribution to the lesson. Pupils are regularly encouraged to work with partners to reflect on their learning and test their ideas, helping to build confidence and self-esteem.

The behaviour and safety of pupils are good

- Pupils enjoy school and would recommend Archbishop Hutton's to their friends. They are confident, welcoming and polite when talking to visitors.
- Pupils take pleasure in their responsibilities, they feel proud to be house captains, buddies and school councillors. The school council is particularly pleased with the successful activities it planned to raise money for Children in Need.
- Behaviour is not outstanding because when teachers talk for too long or activities do not provide enough challenge some pupils can become a little distracted and opportunities to progress in learning are missed.
- A small number of parents believe that bullying is not dealt with effectively at the school. However, pupils were able to demonstrate that they understand the different forms that bullying can take. They feel confident that if there were any bullying in school an adult would deal with it firmly and fairly.
- Pupils feel safe in school. The school council is working with local police to develop ways of making the road outside the school safer.
- All pupils have the opportunity to select their key person, an adult with whom they can share any worries or concerns. There is also the 'worry box', where pupils can post a message to share any issues that they have. There is a quick response to ensure pupils swiftly regain confidence and know that their well-being and happiness is very important to staff.
- Attendance is above average and most pupils arrive at school on time.

The leadership and management requires improvement

- Though school leaders have worked hard to address areas for improvement identified at the last inspection, the high turnover of staff particularly at Key Stage 1 has slowed efforts. Those responsible know that learning and teaching in writing and mathematics are not yet consistently good across the school. However, they are committed to solving these issues and there are early signs of success evidenced by improved attainment in mathematics and writing results for the 2012 end of Key Stage 2 tests, indicating that the school has the ability to further improve.
- The headteacher has now brought stability to the school and her sense of drive and ambition is shared by leaders at all levels, most of whom are relatively new to their positions. She ensures staff participate in appropriate training and work together to ensure improvements in the quality of teaching; these are starting to have a positive impact. For example, the progress of pupils taught in groups is now accelerating and ensuring that the gap between the performance of pupils with a disability or special educational needs and those eligible for pupil premium and the performance of pupils nationally is now closing.
- Teaching and learning is being checked. Recently introduced systems to manage performance are followed and teachers are awarded salary increases only when they are effective in their work.
- Leaders check up on pupils' progress. However, they do not always ensure that teachers use this information to teach lessons in a way that takes account of the full range of pupils' abilities.
- The curriculum promotes spiritual, moral, social and cultural development well. A range of visits and visitors to the school together with a programme of after school activities enriches the

curriculum for pupils.

- The local authority has provided varying levels of support to the school depending on its situation. A good level was provided following the previous inspection and when the acting headteacher was in post. A lighter touch is now appropriate, due to the improvements that the school has made in self-evaluation and identifying and addressing priorities, such as the development of learning targets and how they are shared with pupils and their parents.

■ **The governance of the school:**

- Governors are ambitious for the school. With the support of the headteacher and the local authority they have improved their skills in analysing pupils' performance and are gaining a more accurate view of the quality of teaching. This work is at a relatively early stage and governors do not yet check to see if all new initiatives are having a good effect. However, their training and development has now led to them asking more demanding questions of senior leaders. They recognise that attainment has risen recently at the end of Key Stage 2 but that further improvements are required. The governing body fulfils its statutory responsibilities including safeguarding requirements. They have undertaken relevant training and policies and procedures are written clearly and followed well.
-

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	119404
Local authority	Lancashire
Inspection number	405860

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	134
Appropriate authority	The governing body
Chair	Terry Drake
Headteacher	Michelle Gaydon
Date of previous school inspection	29 September 2010
Telephone number	01524 734305
Fax number	01524 730448
Email address	head@archbishophuttons.lancs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

