

Warley Town School

Dark Lane, Warley, Halifax, West Yorkshire, HX2 7SD

Inspection dates 2–3 July 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Children start in school with skills that are typical for their age. They make good progress through the school and leave Year 6 with attainment above that expected.
- Teaching and learning of mathematics, reading and writing are good in all year groups.
- Teaching assistants work effectively in one-to-one sessions. For example, they ensure that pupils can successfully improve their mathematics skills.
- Pupils behave well. They are very polite and work well with each other. Pupils feel safe.
- Levels of attendance are high and have been so over a number of years.
- Leaders and governors ensure that teaching and standards are rising and, as a result, the school is improving.
- The governing body knows the school well and is very effective in managing the resources.
- The curriculum ensures that pupils do not repeat topics or miss being taught the necessary skills in the mixed year-group classes.

It is not yet an outstanding school because

- Teachers do not consistently ensure that throughout the lesson pupils work at the right level to help them to learn well.
- During lessons teachers do not always correct pupils' misunderstandings to ensure they recognise and learn from their mistakes.
- Leaders and managers do not always make the best use of the range of information that they rigorously gather to gain a precise picture of the school's performance.

Information about this inspection

- The inspector observed eight lessons including parts of lessons. All teachers were observed at least once. One lesson was observed jointly with the headteacher.
- The inspector met with staff, pupils, parents and members of the governing body plus a representative from the local authority.
- He took into account 11 staff questionnaires and considered information from previous school surveys carried out with parents and pupils and 50 responses to the online questionnaire (Parent View).
- The inspector reviewed work in pupils' books, listened to pupils read and observed pupils moving around inside and outside the school and at different times in the day.
- He observed the school's work and considered a number of documents, including the school's own evaluation of its performance, its improvement plan and minutes from governors' meetings.

Inspection team

Jonathan Woodyatt, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- The large majority of pupils are of White British heritage.
- The proportion of pupils supported through school action is higher than in other primary schools. The proportion supported by school action plus or with a statement of special education needs is much lower. However, there are wide differences between groups.
- The proportion of pupils known to be eligible for the pupil premium funding is well below average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- There are 15 pupils entering the school each year. As a result, the school organises them into mixed year-group classes.
- The school meets the government's current floor standards, which are the minimum expectation for pupils' attainment and progress.
- Since the last inspection, there has been a change of headteacher.
- Since the last inspection the Chair of the Governing Body has changed several times. Currently the Chair from the last inspection has stepped in to cover the role.

What does the school need to do to improve further?

- Further strengthen teaching to enable more pupils to make outstanding progress by ensuring that teachers:
 - act quickly to correct misunderstandings during lessons so that pupils learn from their errors and improve their progress
 - ensure that pupils' work is always set at the correct level to challenge them at all stages of the lesson.
- Improve leadership and management by making even more use of the wide range of monitoring information to ensure a precise picture of pupils' progress and use this to drive further improvements.

Inspection judgements

The achievement of pupils is good

- Most children start school in the Early Years Foundation Stage with skills that are expected for their age, though this varies from year to year. They make good progress in Reception because the adults provide them with activities that are interesting, such as the study of minibeasts. Skills in number improve especially well because children are given plenty of opportunities to practise and learn through practical activities.
- From Year 1 to Year 6 pupils make good progress so that they leave at the end of Year 6 with skills that are above average. The results of national tests indicate that this has been the picture over time.
- Writing and mathematics are taught well throughout the school so that pupils make good progress at each stage of their learning. This is clearly demonstrated by work in pupils' books, which shows that they are provided with tasks that enable them to regularly practise skills and learn new things. In Year 6 pupils write imaginatively and are skilled mathematicians.
- Reading is also taught well and is enjoyed immensely by pupils, who are encouraged to read both at school and at home. Support given to pupils with reading, in the classroom, in small group activities or in one-to-one sessions is highly effective.
- Checks on pupils' phonic skills (the knowledge of letters and sounds to help read unfamiliar words) carried out in Year 1, show that pupils exceed the levels expected for their age. Pupils in Years 1 and 2 use these skills successfully to tackle new words. In Year 6 pupils read fluently with a real understanding of the text.
- Pupils with special educational needs are well provided for by adults both in the classroom and in additional small group or one-to-one activities. As a result of this effective support they make good progress. This reflects the school's strong commitment to equality of opportunity.
- Too few pupils are known to be eligible for the extra funding through the pupil premium to be able to make a meaningful statement about their achievement as compared to that of other pupils.

The quality of teaching is good

- Teaching throughout the school is consistently good. This is demonstrated by lessons that are well planned and activities that ensure that in the mixed year-group classes pupils do not repeat or omit learning new and important skills.
- Teachers ensure that pupils develop the confidence and skills to read out loud. They give them the necessary skills to decode new words, and this was clear when listening to pupils reading from previously unseen books. Pupils also commented on the many opportunities that they have to read at school and that this was helping them to improve.
- Teaching assistants provide invaluable support if pupils fall behind with their learning. For example, one pupil noted that his confidence had 'really improved' as a result of an opportunity to work one-to-one with a teaching assistant on his mathematics. Pupils who fall behind in their reading also make good progress in order to catch up.
- Teachers have a good subject knowledge of mathematics, reading and writing which ensures questions are challenging and extend pupils' skills. Tasks provided for pupils are increasingly targeted at the different levels of ability in the class so that they can make continuous improvements. Sometimes, the work set for pupils, especially when they are taught as a whole class, is not sufficiently demanding and, as a result, pupils' learning slows.
- Teachers frequently check how well pupils are doing during lessons. However, there are times when they do not follow up when pupils have not answered correctly. As a result these pupils do not make the necessary improvements in their skills because they do not fully understand what they are learning.

- On the other hand, regular and consistent marking of pupils' work ensures pupils know how to improve. Comments clearly highlight what they need to do to make their work better. Evidence in books shows that teachers provide pupils with helpful guidance, for example, in Year 6 writing books the words that have not been spelt correctly are listed so pupils can practise their spelling.

The behaviour and safety of pupils are good

- Pupils consistently choose to behave well, which ensures that the school is calm and purposeful. This is seen clearly by the way that they look out for each other when playing outside on the playground or when moving round the school. They are very polite when speaking to visitors.
- Attendance levels are high and have been over time. Pupils say they really enjoy coming to school and are consistently punctual to their lessons. School leaders continuously encourage pupils and parents to ensure their children maintain high levels of attendance and their learning continues to improve.
- During lessons observed pupils behaved consistently well and there was very little need for teachers to use the school's behaviour-management system. Pupils cooperated fully with each other to complete group tasks given by the adults and quickly followed instructions when swapping between activities.
- Pupils say that they feel safe in the school because adults are very caring. This is confirmed by surveys of pupils and parents carried out by the school. In conversations, pupils showed a good understanding of different types of bullying including using the internet. They recognised when they were being bullied and said that if it happened they should tell their teachers straight away.
- Pupils recognise that there is a small amount of misbehaviour in the school but they say that the teachers deal with this quickly. The school's behaviour logs show that there are a very low number of incidents of bullying or racist behaviour in the school and when there is it is followed up rigorously by teachers so that it does not happen again. As a result no pupil has been excluded from the school in the past three years. No incidents were seen in lessons or around the school during the inspection.

The leadership and management are good

- The headteacher, governing body and other leaders have led the school successfully through a time of change of leadership. Standards have remained above average. Progress continues to be good because leaders set high targets for pupils which are checked frequently to ensure all do as well as possible.
- Leaders and managers regularly gather information from many different sources, such as tests, surveys and reports from people outside the school, to help them know how well the school is performing. Sometimes, data could be analysed to an even greater depth in order to gain a very precise picture about the school's overall performance and raise attainment even higher. Nevertheless, their analysis does identify the correct priorities and prompt actions are put in place to tackle any concerns.
- Teaching is monitored closely and teachers are set targets to improve their performance. Staff commented that their targets will continue to ensure that the school improves. They are very positive about the support for their own development that the school leadership provides.
- The headteacher and governors have ensured that the curriculum provides exceptionally well for the needs of all pupils. There is very effective provision that meets the individual pupils' needs in the mixed-year group classes.
- Leaders ensure that there is a wide range of opportunities to promote and extend social, moral, spiritual and cultural development. For example, pupils can take part in music lessons, sports and educational visits. In one assembly, pupils reflected on Christian beliefs and considered who would help them when they faced difficulties in their lives. The school effectively tackles discrimination through teaching about different religions in religious education lessons.
- The headteacher actively encourages parents to engage with the school. She recognises that

these partnerships make a valuable contribution to the on-going improvements in pupils' skills outside of school. She has recently introduced workshops for parents to provide them with support. Many parents indicate that they would recommend this school to others.

- The local authority says that it only needs to provide a 'light touch' level of support for the school as a result of its previous performance. It recognises that the headteacher is constantly seeking to make improvements and is successfully raising standards for pupils.

■ **The governance of the school:**

- The governing body has changed considerably since the last inspection. However, governors have maintained a passion for the school to keep improving and have effectively supported the transition between headteachers. Governors agree their analysis and use of data on progress could be even more thorough but nevertheless have an accurate view about the school's performance and their own capacity. They are clear about the school's evaluation of its own performance and contribute extensively to the 'next steps' planning process. Governors are aware of the quality of teaching. They use performance management of the headteacher and staff well and link pay to targets and check that salary awards are linked to performance. The governing body manage the school's budget. They check that the small amount of pupil premium benefits the pupils. They secure the resources needed to continue their ambitious building project. They fulfil their statutory duties, including ensuring that the school fully meets its duties to safeguard pupils.

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	107495
Local authority	Calderdale
Inspection number	413008

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	107
Appropriate authority	The governing body
Chair	Nigel Razzell
Headteacher	Anne Stead
Date of previous school inspection	21 October 2009
Telephone number	01422 831592
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