

Warton Archbishop Hutton's Primary School

Back Lane, Warton, Carnforth, Lancashire, LA5 9QU

Inspection dates 27–28 March 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	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.

- Pupils make good progress and achieve well throughout the school. Disabled pupils, those with special educational needs and pupils who are eligible for the pupil premium also achieve well.
- Teaching in all classes is good and pupils learn well as a result. Teachers usually have high expectations of pupils and deliver lessons that lead to good progress.
- Pupils' behaviour is good. They enjoy coming to school and are keen to learn. They say they feel safe and are well looked after in school.
- School leaders and governors have a clear view of how well the school is performing and where it needs to do better. They have secured improvements to teaching and achievement since the previous inspection.
- The curriculum engages pupils well in their learning and provides a range of opportunities to develop their knowledge, understanding and skills.
- Pupils' spiritual, moral, social and cultural development is well promoted.

It is not yet an outstanding school because

- Sometimes, pupils do not make as much progress as they could because they are not given work that is challenging enough, especially the most able pupils.
- Teachers do not always give pupils clear enough advice about what they need to do to improve their work, nor check that pupils follow this guidance.
- Teachers do not always ask questions that challenge pupils to deepen their knowledge and extend their learning.
- Teachers have too few opportunities to observe outstanding teaching in other schools.

Information about this inspection

- The inspector observed eight lessons taught by seven teachers, including one joint observation with the headteacher. The inspector also visited a school assembly.
- Meetings were held with school leaders and with four governors, including the Chair of the Governing Body. The inspector also met a representative of the local authority.
- The inspector met a group of pupils, and also spoke informally to other pupils in lessons and during breaks and lunchtimes.
- The inspector looked at the work pupils were doing in lessons and in their books over time. He listened to pupils in Year 2 read and talked to them about their enjoyment of reading.
- The inspector observed the work of the school and examined a number of documents concerning pupils' current achievement and progress, development plans and performance management information. He also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings and the local authority reports were also considered.
- The inspector took account of 34 responses to the on-line (Parent View) questionnaire as well as four letters from parents, and 12 responses to the staff questionnaire.
- During this inspection the school was running a themed curriculum based around the school's enterprise week activities.

Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Pupils are taught in six classes from the Reception Year to Year 6, including some mixed year group classes.
- Almost all pupils are from White British backgrounds and speak English as their first language.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals, children looked after by the local authority and children from service families) is well below average.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- In order to raise standards even higher, further improve teaching so that more is outstanding, by:
 - making sure that teachers always set work that is challenging enough, especially for the most able pupils.
 - ensuring that teachers always give pupils very clear advice about what they need to do to improve their work, and check that pupils follow this advice
 - making sure that teachers always ask questions that deepen pupils' understanding and extend their learning, as well as reinforcing their knowledge
 - providing more opportunities for teachers to observe outstanding teaching in other schools to further improve their skills.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with knowledge and skills that are generally around those expected for their age. However, because of the small number of pupils this can vary quite significantly from year to year and within each year group. From their different starting points, children make good progress during the Reception Year because of good teaching.
- Pupils make good progress during Key Stage 1. Standards have risen sharply recently and are now above average in reading and writing, and average in mathematics.
- Pupils continue to make good progress in Key Stage 2. Although there was a dip in pupils' attainment in the Year 6 test results in 2013, almost all pupils made the expected progress in reading, writing and mathematics. However, while the proportion of pupils who made better than expected progress was average in reading, it was below average in mathematics and writing. Current Year 6 pupils are on course to make improved progress this year, with a higher proportion making better than expected progress.
- The school's detailed tracking information shows that all groups of pupils are currently making good progress across the school from their different starting points because of improvements in teaching. This includes pupils who are disabled or who have special educational needs, and those who are eligible for the pupil premium. This is confirmed by observations of pupils' learning and the work in their books.
- While the most able pupils generally achieve well, the proportion that make more than expected progress and reach the higher levels could be higher.
- Pupils make good progress in reading. They read regularly and have a good knowledge of phonics (letters and the sounds they make). The proportion of pupils who reached the expected standard in the Year 1 phonics check has been above average for the last two years.
- Pupils' writing skills have improved because of better teaching. Teachers make sure that pupils have opportunities to write in a variety of styles in different subjects.
- Pupils have secure basic numeracy skills and can apply their mathematical knowledge and skills to solve practical problems. Much evidence of this was seen during the inspection as pupils worked on activities related to the school enterprise week.
- Disabled pupils and those who have special educational needs make good progress. Their needs are accurately identified, they receive good support when they need it and achieve as well as other pupils do.
- Few pupils are eligible for pupil premium funding, but it is used effectively to support individual pupils. As a result, they make progress similar to that of other pupils.

The quality of teaching is good

- Teaching is good across the school, and this ensures that pupils learn well in all classes. Work in pupils' books shows that they make good progress over time.
- There are good relationships between pupils and their teachers. Teachers usually have high expectations of pupils and plan work that motivates and engages so that pupils learn quickly. Pupils are keen to learn and do well, and say that they enjoy lessons.
- In a mathematics lesson, for example, Year 6 pupils worked very effectively to work out the total and average costs for products they had designed and made, and to decide on a selling price. The teacher used questioning very skilfully to build on previous learning and to ensure that all pupils were challenged to think hard about what they were doing. Consequently, the pupils greatly enjoyed the lesson and made good progress.
- Teaching in the Early Years Foundation Stage is good. Teaching staff make sure that learning is well focused and there is a balance between activities directed by the teacher and those chosen

by the children themselves. For example, in the Reception class the children greatly enjoyed making biscuits and gingerbread men, and then sorting and counting them into different sized bags and jars. Others added labels and prices before they could be sold. The children made good progress in their practical, language and communication, and mathematical skills.

- While teachers generally have high expectations of what pupils can achieve, they do not always ensure that the work they set is challenging enough to enable pupils to learn as much as they could. In some lessons, the most able pupils are not given work that enables them to make the best possible progress and reach the highest levels.
- Work is marked regularly and there is a good balance of praise and suggestions for improvement. However, teachers do not always give pupils clear enough guidance about what they need to do to improve their work; nor do they always check that pupils follow this advice when it is given.
- Teachers ask pupils questions effectively to check and reinforce their knowledge and understanding, but sometimes they fail to ask questions that challenge pupils to deepen their understanding and extend their learning.
- Teachers and teaching assistants work closely together to support pupils who find learning more difficult, either in lessons or in individual or small-group sessions. This includes pupils who are eligible for the pupil premium and those who are disabled or have special educational needs. As a result, these pupils make good progress and achieve as well as other pupils in the school.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Evidence from the school's behaviour records, and from talking to pupils, shows that poor behaviour is rare, and that the school responds effectively when it does occur.
- Pupils are polite and courteous, and say they enjoy school a lot. One pupil said that 'it might be a small school but it's really friendly and big inside'. Another described the school as 'awesome – teachers put a lot of effort into helping us'. As a result, attendance is above average.
- Pupils get on well with their teachers and with each other. Pupils say that behaviour has improved in response to the new behaviour management systems. They are proud of their school, and behave well in lessons so that learning typically proceeds smoothly and without interruption.
- The inspector observed good behaviour around the school at breaks and lunch times. Pupils play sensibly and safely on the playgrounds, and act responsibly at lunchtime. Pupils say that some pupils occasionally 'muck about' on the playground, but that this is rare and quickly sorted out by staff.
- Pupils have a good knowledge of bullying, including name-calling and cyber-bullying. They understand the difference between bullying and falling out, and say that bullying is 'very, very rare'. They are confident that the school would sort it out quickly, if it occurred.
- The school's work to keep pupils safe and secure is good. Pupils say they feel very safe in school, and are well cared for. They have a good understanding of how to keep themselves safe in different situations, including when using the Internet. Almost all parents who responded to the on-line (Parent View) survey agreed that their children are happy and feel safe at school.

The leadership and management are good

- School leaders and managers, including governors, have a clear understanding of how well the school is performing and where it needs to do better. They identify accurate key priorities for improvement and focus well on further improving teaching and raising achievement. They have ensured that the areas for improvement identified at the previous inspection have been tackled. As a result, the quality of teaching has improved and pupils' achievement has risen.
- Senior leaders monitor the quality of teaching and learning closely, and middle leaders check

and evaluate pupils' performance in their areas effectively. They use this information well and pupils who are doing less well than they should are given extra help when they need it. As a result, all groups of pupils in the school are making good progress. This shows the school's commitment to equal opportunities.

- Information on pupils' progress is taken into account when judging how well teachers are doing, and is used to identify where further support or training is needed. It is also considered when making decisions about teachers' pay.
- While teaching is good, it is not outstanding. There are not enough opportunities for teachers to observe outstanding teaching in other schools in order to further improve their own practice.
- The curriculum is well planned and is enhanced by a range of activities, clubs, trips and visits. The inspection coincided with the culmination of a very successful enterprise week. This involved pupils in a range of practical and creative activities, culminating in them selling the products they had made. This was appreciated fully by pupils and parents. One parent said that the pupils had done 'brilliantly' and another that it was 'a fantastic advert for the school'.
- Pupils readily take on responsibility in a variety of ways. For example, older pupils act as helpers for younger children, there is an active school council and pupils vote for house captains. The school has close links with the local church, and with a school in Kenya. These all contribute to pupils' good spiritual, moral, social and cultural development.
- The school is using the primary school sport funding successfully to improve the quality of physical education in the school. A specialist teacher runs an after-school dance activity, and a local football club provides teaching sessions. In addition, the funding is used to provide outdoor activities for pupils, and to provide training for school staff. This has broadened the range of sporting activity in the school and is improving pupils' physical well-being and lifestyles.
- The local authority has provided effective support for this school in helping to improve the quality of teaching and learning, and providing training and support for leaders and managers, including governors.
- **The governance of the school:**
 - The governance of the school has improved. There are some new members of the governing body with a broader range of skills and experience, and governors have undertaken training to improve their knowledge and skills. They are now better informed about pupils' achievement and the quality of teaching and learning. As a result, they hold school leaders to account more effectively by asking 'awkward' questions and by setting challenging targets. They make sure that information about pupils' progress is considered when making decisions about teachers' pay. Governors know how pupil premium funding is spent and the impact it is having, and make sure that the school's finances are well managed. They ensure that the school meets its statutory duties, including those relating to safeguarding.

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	426331

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	114
Appropriate authority	The governing body
Chair	Terry Drake
Headteacher	Michelle Gaydon
Date of previous school inspection	20 November 2012
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