

# Warton Archbishop Hutton's VC Primary School

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

## Inspection dates

18 to 19 June 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- Previous turbulence in leadership and staffing resulted in pupils' historic outcomes being variable. However, leaders' current actions are effective and have secured good teaching and progress. Consequently, pupils' outcomes have improved.
- Governors challenge leaders effectively. They have a clear understanding of the school's strengths and weaknesses.
- Leaders and governors ensure that pupils benefit from a broad curriculum. They develop their knowledge and skills across a range of subjects.
- The small number of disadvantaged pupils make good progress because leaders use the pupil premium funding effectively in order to support them. The impact on improving the academic achievement of these pupils is evident in their work across the school.
- The quality of teaching throughout the school is good. Teachers have high expectations of what pupils can achieve. As a result, current pupils make good progress in a wide range of subjects.
- Teachers use assessment information effectively to provide pupils, including the most able, with work that meets their needs and challenges them effectively.
- Overall, pupils' attendance is above the national average and persistent absence is below average.
- The behaviour of pupils in lessons and at breaktimes is good.
- The provision to support pupils' personal development and welfare is strong. Pupils are happy and safe.
- Children in early years spend time on purposeful activities that extend their learning. Good teaching enables children to make strong progress.
- Pupils with special educational needs and/or disabilities (SEND) make good progress from their different starting points.
- The leadership of English and mathematics is strong. Some subject leaders are new to their roles and are not fully involved in monitoring teaching and progress in their subjects.
- Reading, writing and mathematics are well established in the curriculum. However, teachers do not provide pupils with enough opportunities to develop their mathematical thinking skills, or with enough encouragement to explain their calculations.

## **Full report**

### **What does the school need to do to improve further?**

- Further develop the role of new subject leaders so that they pay a full part in school improvement.
- Improve further the quality of teaching, learning and assessment of mathematics by ensuring that pupils have sufficient opportunity to think about their calculations and explain their methods.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Over time, leaders have successfully improved the quality of teaching and learning and have raised standards throughout the school. The turbulence caused by several changes in leadership and staffing since the previous inspection left a legacy of inconsistent teaching and, subsequently, variable outcomes for pupils. However, the current leadership team have rapidly improved the quality of teaching and pupils' outcomes are now improving strongly.
- The new leadership team has set high expectations and has a clear focus on doing what is right for pupils. Effective leadership identifies and tackles the correct priorities in the school's improvement plan. These actions, including training provided for staff, contribute positively to the curriculum and to the quality of teaching and learning being good.
- Some subject leaders are new to their roles. They are aware of actions that are needed to improve the quality of teaching. However, their roles are currently being developed, and as such they have not gained a thorough understanding of the strengths and priorities in their subjects.
- Leaders have reviewed the curriculum and put in place more interesting topics and activities that cover all the national curriculum. Thorough planning provides a wealth of opportunities for pupils to develop subject-specific skills and knowledge across a wide range of subjects. This contributes significantly to pupils being prepared well for the next stage of their education.
- Parents and carers have positive views about the school. Those who spoke to the inspector said that communication is effective. They particularly value the work staff do to support pupils' learning at home.
- There is a positive sense of teamwork in the school. Staff appreciate the training and support they are given. For example, training in the teaching of writing has led to improvements in this subject. As a result, staff are keen to work together and share leaders' determination to improve outcomes for all pupils.
- The leadership of the provision for pupils with SEND is effective. Regular reviews of teaching and the progress of these pupils ensure that specific programmes of support are well suited to pupils' needs. Consequently, pupils with SEND make strong progress.
- Leaders ensure that the pupil premium funding is used effectively, to significantly reduce any gaps in the knowledge and skills of disadvantaged pupils. This focused approach is having a positive effect on their inclusion in all activities and on the good progress they make.
- Pupils' spiritual, moral, social and cultural understanding is promoted successfully. Through lessons and assemblies, pupils develop a good understanding of the school's strong ethos and a range of cultures and faiths seen in Britain today. This positive approach prepares pupils well for life in modern Britain.
- Leaders use the primary physical education (PE) and sport funding effectively. Pupils take part in a wide range of sports, including rugby and athletics. The use of sports

coaches to provide specialist support has raised the profile of PE and promotes healthy lifestyles.

## **Governance of the school**

- Governors possess a wide set of professional skills and knowledge. They challenge leaders effectively. This has contributed to the rise in standards across the school. Governors are rightly proud of these improvements. They are also proud of the school's strong reputation within the local community.
- Following the previous inspection, governors have overseen several changes in leadership and staffing. Governance is strategic and is sharply focused on the school's main priorities. They have ensured the smooth running of the school during the staffing turmoil, while also ensuring effective appointments and a strong leadership team. Governors' regular visits to school and meetings with leaders are strongly linked to evaluating how well school leaders are securing improvement against the school's improvement plans.

## **Safeguarding**

- The arrangements for safeguarding are effective. Leaders prioritise pupils' safety and welfare and make sure that policies and procedures are up to date and effective. Checks on the suitability of staff are detailed.
- Staff and governors receive regular safeguarding training. As a result, staff in the school are vigilant in ensuring that pupils are safe.
- Pupils say that they feel safe in school. They enjoy coming to school and have confidence in the staff to look after them. All parents who responded to Parent View, and those parents who spoke to inspectors during the inspection, agreed that their children are cared for effectively.

## **Quality of teaching, learning and assessment**

**Good**

- The quality of teaching has improved and is now good across year groups. Success in ensuring that work is accurately matched to pupils' needs has been a major factor in the improvement. This contributes to pupils achieving well, particularly in reading and writing. Teachers plan interesting work that motivates pupils to work hard and make good progress.
- Relationships in lessons are strong and supportive. Pupils collaborate well in pairs and small groups and listen carefully to each other's ideas. This builds their confidence and means they develop into independent learners willing to try out new ideas.
- Teachers have good subject knowledge which they use successfully to plan a range of interesting activities. They model new concepts effectively and provide clear explanations of tasks. As a result, pupils settle quickly to tasks and understand what they are learning.
- The teaching of mathematics is good. Teachers use questioning effectively to check and develop pupils' understanding and to address misconceptions. Teachers ensure

that pupils are fluent in number and calculation. However, teachers do not provide enough opportunities for pupils to develop their skills of investigation. They do not draw out from pupils the reasons for the method chosen to solve problems.

- Teachers are confident in the teaching of reading. This has a positive impact on pupils' love of books. Teachers also check that pupils read correctly and understand what they have read. This is reflected in the strong progress that pupils make in reading across the school. The teaching of phonics is also effective. Pupils use their phonics skills to decode words and spell with increasing accuracy. A high proportion of pupils achieve well in the Year 1 phonics screening check.
- Teachers provide pupils with purposeful opportunities to write at length in a range of subjects. This means that pupils gain a strong understanding of how to write in different styles and for different purposes and audiences. For example, Year 6 pupils varied the structure of their sentences and used sophisticated and well-chosen vocabulary when writing about evacuees in the Second World War.
- Teachers use assessment information effectively in order to plan learning that matches the needs of pupils. They also insist on accuracy of spelling and in grammar, and they ensure that writing is presented neatly. Learning, including across the wider curriculum, and because of the strength of teaching in a wide range of subjects, builds progressively on pupils' existing skills, knowledge and understanding.
- Teachers have high expectations of what the most able pupils can achieve. They ensure that teaching deepens learning and provides sufficient challenge for this group of pupils. As a result, progress for the most able pupils is strong.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders ensure that pupils understand how to keep themselves safe from harm, including when using the internet, and that they understand the dangers of social media. Pupils have a good understanding of road safety and water safety. They complete cycling proficiency tests in key stage 2, which develops the skills and confidence they need to ride on local roads.
- Leaders ensure that appropriate, individualised support is in place for pupils as required. Leaders use external support effectively, to ensure that the right provision is in place.
- Pupils have many opportunities to take responsibility. They discuss their ideas and views with leaders regarding many aspects of school life. Pupils take their responsibilities seriously because they understand their role to represent others. Members of the school council are particularly proud of their fundraising work to improve the school's computer suite.
- Staff build very positive relationships with pupils. This contributes to pupils feeling safe, happy and well cared for. Pupils say that bullying or unkindness does not happen often at the school. Pupils know who to approach if they need help or have a problem. They say that any issues are resolved quickly.

## Behaviour

- The behaviour of pupils is good. Pupils behave sensibly in lessons and around the school, ensuring that the school is calm and orderly. This is because adult expectations of pupils' attitudes to learning are consistently high. Pupils are respectful of one another. They are polite and courteous with staff, and they welcome visitors in a friendly manner.
- Pupils have a high degree of trust in the adults in the school. In addition, pupils told the inspector about how much they value the clear behaviour strategies, which are consistently carried out by adults in the school.
- Leaders monitor attendance rigorously and absences are followed up promptly. As a result, attendance is currently above the national average and pupils' punctuality is also good.

## Outcomes for pupils

**Good**

- Historically, the progress pupils made was not consistently good. Instability in staffing led to teaching and learning being variable, particularly in mathematics. This restricted pupils' progress. At the end of key stage 2 in 2018, the results of national assessments indicated that progress in reading and writing was in line with the national average, while mathematics was below. Pupils' attainment at the expected standard, and the higher standard, was in line in reading but below in writing and mathematics.
- The results of key stage 1 assessments in 2018 indicated that the proportion of pupils reaching the expected level in reading was above the national average, in mathematics it was in line and in writing it was below the national average. The proportion reaching greater depth was in line with the national average in reading, while mathematics and writing was below.
- Leaders have effectively addressed historical issues. They have gained stability in staffing and consistency in approaches across the school. Training has strengthened the quality of teaching. There are clear improvements in the progress of current pupils across the school, as seen in pupils' books and in the school's assessment records. The progress of current pupils is strong in reading, writing and mathematics across all key stages.
- Writing has improved. Many pupils write accurately and with a good choice of language. Many read fluently and enjoy reading. In mathematics, pupils show confidence in their basic skills and make good progress. However, they do not have enough opportunity in all classes to develop their reasoning skills.
- The progress and attainment of the most able pupils is also good across the school. These pupils are reaching the high standards of which they are capable, because teachers provide work that challenges.
- The teaching of phonics is effective. Pupils make good progress and apply their skills to read unfamiliar words. Consequently, the proportion of pupils who met the expected standard in the phonics screening check at the end of Year 1 was in line with the national figures in 2018.
- The pupil premium funding to support the small number of disadvantaged pupils is

used effectively. The school's assessment information shows that disadvantaged pupils currently in school are making strong progress in reading, writing and mathematics. This strong progress is also evident in pupils' books.

- The school's assessment information and work in current pupils' books indicate that pupils with SEND make good progress from their starting points because of the high-quality support they receive.
- Pupils regularly access a broad range of subjects. Pupils' work across the curriculum is strong because teachers' expectations are high in all subjects. For example, lower key stage 2 pupils were able to discuss types of rocks in detail because of the effective learning in this subject. This contributes to pupils being well prepared for the next stage of their education.

## Early years provision

**Good**

- The leader of the early years is knowledgeable about the curriculum for the age of the children. She regularly reviews and modifies the quality of provision to ensure that children make strong progress from their starting points.
- Children start early years with skills that are typical for their age. From these starting points, they make good progress. In 2018, the proportion of children who achieved a good level of development by the end of Reception was above the national average.
- Teaching is effective. Staff interact with the children well to develop their language and other skills. For example, while undertaking a mathematics activity, children were questioned skilfully to develop their understanding and learning.
- The teaching of phonics is strong. Phonics sessions target the specific needs of individual children. They make good progress in developing their understanding of letter sounds and words. Children use these skills in other work, including reading and writing. For example, a group of children were able to use the tricky words they had been learning in sentences they were writing.
- Children's behaviour is good and they show enjoyment in their learning. For example, a group of children collaborated happily in measuring and making hot chocolate for each other.
- Engagement with parents is another strength. Teachers involve parents in their children's learning by sharing examples of their children's learning in an electronic journal. Workshops for parents are well attended and enable close partnerships between home and school. Parents commented on how this practice helps to support their children's learning at home.
- Safeguarding practices in the early years are effective. Adults show a high level of care for the children. They have received appropriate training to keep children safe, including paediatric first-aid training.
- Teachers and adults use assessment successfully to spot and address misconceptions quickly. Teachers check children's progress carefully in order to plan activities that build on their existing skills and knowledge. They plan individual activities that build on children's growing interests and experiences. This means that children are well prepared for key stage 1.

## School details

Unique reference number	119404
Local authority	Lancashire
Inspection number	10087877

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	114
Appropriate authority	The governing body
Chair	Mrs Mary Jackson
Headteacher	Miss Sarah Watson
Telephone number	01524 734 305
Website	<a href="http://www.archbishophuttons.lancs.sch.uk">www.archbishophuttons.lancs.sch.uk</a>
Email address	<a href="mailto:admin@archbishophuttons.lancs.sch.uk">admin@archbishophuttons.lancs.sch.uk</a>
Date of previous inspection	1 May 2018

## Information about this school

- The school is smaller than the average-sized primary school.
- Pupils are taught in four mixed year group classes from the Reception to Year 6.
- Almost all pupils are from White British backgrounds and speak English as their first language.
- The proportion of pupils known to be eligible for free school meals is well below average.
- The proportion of pupils with SEND is below average.
- The Statutory Inspection of Anglican and Methodist Schools took place in October 2015.
- The headteacher took up her post in September 2017.



## Information about this inspection

- The inspector conducted meetings with leaders to review the impact of their work on pupils' learning and outcomes. They considered the school's current assessment information and conducted an in-depth analysis of pupils' work across a range of subjects to consider how well pupils learn and achieve over time.
- The inspector visited classes in every year group. These visits were conducted jointly with leaders.
- Records of leaders' checks on the suitability of staff to work in the school were considered. The inspector also met with leaders to review the impact of their work to safeguard pupils' welfare and promote good behaviour and attendance.
- The inspector held a meeting with members of the governing body. A discussion was also held with two representatives of the local authority.
- The inspector met with groups of pupils to discuss their views on the school. Inspectors observed pupils' behaviour around the school and at playtime.
- A group of pupils read to the inspector. The inspector also heard pupils read during visits to classrooms and talked with them about their attitudes to reading.
- The inspector gathered the views of parents through informal discussions in the playground before school. He also considered 25 responses to Parent View, Ofsted's online questionnaire, and nine responses to the online staff survey and 31 responses to the online pupils' survey.

## Inspection team

Simon Hunter, lead inspector

Her Majesty's Inspector

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