

Inspection of Warley Town School

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

Inspection dates: 11 and 12 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils at Warley Town School flourish in a nurturing atmosphere. Leaders and staff know and value every pupil. Relationships between adults and children are warm and respectful. The school values of 'inclusion, kindness, respect and fun' underpin pupils' learning, behaviour and social interactions. As a result, pupils enjoy their learning and show great respect and kindness to each other, staff and visitors. Leaders celebrate pupils' behaviour and achievements in weekly assemblies.

Leaders have high expectations for every pupil, including those with special educational needs and/or disabilities (SEND). They have made sure that the curriculum is ambitious, interesting and meets the needs of pupils in mixed-age classes. In most subjects, leaders have identified the knowledge they want pupils to learn. However, in a small number of subjects, there is a lack of clarity around what pupils should know. Leaders are addressing this.

Bullying is extremely rare. Pupils feel safe. They trust adults to take care of them and to help them sort out disagreements.

Pupils have the opportunity to take part in extra-curricular activities such as gardening, messy play, 'sing and sign' and board games. They look forward to 'well-being Wednesdays', when they take part in boxing and skipping activities. Parents and carers who attended the 'skip to be fit' family session really enjoyed the experience. Every pupil received a new skipping rope to help them to keep active during the COVID-19 pandemic.

What does the school do well and what does it need to do better?

Leaders have brought about a strong culture of improvement. They have provided support and training to strengthen teachers' subject knowledge. Leaders have created a collaborative and inclusive culture. Staff appreciate the training and support they receive.

Leaders have changed the curriculum to better meet the needs of pupils in mixed-age classes. In most subjects, leaders have identified and sequenced the knowledge and vocabulary they want pupils to learn. In a small number of subjects, this work is at an earlier stage of development. Pupils are not as well prepared for the next stage of learning in these subjects.

Teachers check pupils' understanding at the start of lessons. They provide opportunities for pupils to revisit their prior learning. As a result, pupils remember more and tackle new learning confidently. Teachers quickly spot when pupils are stuck and give immediate support. This helps everyone to keep up. Pupils are keen to answer questions in class. They are not afraid to make mistakes because they understand the benefit of learning from mistakes.

The learning environments are cheerful and organised to support learning. Teachers provide a range of useful resources. This includes support material that pupils can choose to use. This helps pupils to grow as independent learners. Children in Reception enjoy exploring and trying out their ideas indoors and outside. They thrive on challenges such as working out how to release toy penguins that have been frozen in ice.

Support for pupils with SEND is effective. Teachers adapt their lessons to ensure that pupils study the full curriculum wherever possible. Leaders make sure that pupils with SEND are fully included in wider school life, including extra-curricular activities.

Leaders prioritise reading. Pupils enjoy the weekly story assemblies and the books that their teachers read to them. Leaders have invested in a new phonics scheme. This includes ongoing, well-planned support and training for staff. Children in Reception get off to a good start in reading. Pupils who have fallen behind with their reading get the right help and grow in confidence.

Leaders and staff have high expectations of pupils' behaviour. Pupils know and follow the 'golden rules'. They learn these from starting school in Reception. As a result, behaviour in lessons and at break times is very positive. Pupils are kind to each other. They make sure no-one is lonely at break times by offering to play with anyone who might need some friendly support.

The curriculum for personal, social and health education also covers relationships and sex education. Pupils have an age-appropriate understanding of different types of relationships. Fundamental British values, such as democracy and tolerance, are incorporated into the curriculum, planned events and assemblies. Pupils demonstrate a mature understanding of these values. They show respect for, and are curious about, different cultures and religions.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Leaders check that adults are safe to be working with children. They make sure that staff have up-to-date knowledge of safeguarding and potential risks to pupils. Staff are vigilant and report all concerns promptly. Leaders take swift action to seek help. They keep on checking to make sure that all is well.

Pupils feel safe. They are confident that adults take any worries seriously and provide help when needed. Pupils receive regular lessons on how to keep themselves safe online and in the wider world.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not identified and sequenced the specific knowledge and vocabulary that pupils need to learn to prepare them for their next stage. In these subjects, teachers are not able to plan sequences of lessons that build on prior learning securely from early years to Year 6. Leaders should ensure that core knowledge is identified and sequenced in all subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	107495
Local authority	Calderdale
Inspection number	10241359
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	139
Appropriate authority	The governing body
Chair of governing body	Nigel Razzell
Headteacher	Jenny Melling
Website	www.warleytown.org.uk
Date of previous inspection	4 July 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up post since the previous inspection in July 2017.
- The school is smaller than the average-sized primary school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This is the first routine inspection since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, the assistant headteacher, the leader for SEND and several curriculum leaders.
- The lead inspector met with members of the governing body.
- The lead inspector spoke with a representative of the local authority.

- An inspector met with a group of girls and a group of boys to discuss pupils' experiences of the school.
- The inspectors carried out deep dives in English, mathematics, history and physical education. This included meeting with senior leaders, subject leaders and teachers, looking at curriculum plans, visiting lessons, speaking to pupils about their learning, and scrutinising pupils' work.
- The lead inspector observed pupils in key stage 1 and 2 read to a familiar adult.
- The arrangements for safeguarding were checked. This included checks on the single central record, staff training and safeguarding records. The lead inspector also talked to the designated safeguarding lead.
- The lead inspector discussed the school's records on attendance and behaviour with the headteacher.
- The lead inspector reviewed the school's self-evaluation document and plans for improvement.
- The inspectors talked informally with pupils and considered the responses to the Ofsted pupil survey. The inspectors also considered the responses to Ofsted's staff survey.
- The inspectors considered responses to Ofsted Parent View, including the free-text responses.

Inspection team

Janet Keefe, lead inspector

Ofsted Inspector

Angela Spencer-Brooke

Ofsted Inspector

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