

# Inspection of Warter Church of England Primary School

Addleked, Warter, York, North Yorkshire YO42 1XR

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Inspection dates: 3 and 4 July 2024

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

## **What is it like to attend this school?**

This is a warm and friendly school. Pupils greet visitors with smiles and ask how they are. Pupils develop strong relationships with their friends and with adults in school. These positive relationships help pupils to meet the school's high expectations for their behaviour. The school does not tolerate bullying. Pupils are confident that staff will sort out incidents of poor behaviour effectively.

The curriculum is broad and ambitious. All staff have high expectations for pupils. Pupils achieve well in reading and mathematics by the end of their time at this school. As a result of leaders' timely actions, pupils' achievement in writing has improved this year. Most pupils are enthusiastic learners. They enjoy the many challenges that teachers provide in lessons. Pupils value sharing ideas and encourage each other to do their best.

Pupils are proud to be 'values champions'. They enjoy promoting the school's Christian values. These values, which include friendship and respect, are at the heart of the school. Pupils live these out every day. The school encourages pupils to develop their talents and interests. These include violin or guitar tuition. Some pupils sing in the school choir. Many pupils attend the range of clubs on offer.

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

The school has responded well to address areas for improvement, including those identified at the previous inspection. Leaders have implemented a clearly sequenced and aspirational curriculum in most subjects. The writing curriculum is designed in a logical way so that pupils can build on their prior learning. Pupils take a genuine pride in their writing.

Teachers provide opportunities for pupils to make connections in their learning. For example, in food technology, pupils apply their mathematical skills to measure the precise amount of ingredients they need to create different dishes of food. However, in some subjects, leaders recognise that further work is required to pinpoint the precise knowledge that pupils need to know and remember over time.

Children in the early years get off to a positive start. The learning environment is engaging. Learning activities sustain children's concentration successfully. Staff place a high priority on the development of children's vocabulary. They support children to develop their independence. Staff choose books carefully to support different areas of learning. Children become immersed in the range of books staff provide. For example, in their seaside topic, children were gaining an impressive amount of knowledge about rockpools.

Teachers check the knowledge that pupils can remember regularly in subjects such as reading. This helps them to identify gaps in pupils' knowledge and provide extra help promptly when needed. However, the use of assessment is not consistent

across all subjects. This means that, in some subjects, pupils do not build their subject knowledge as well as they could.

The consistent approach to teaching phonics begins in the early years. Leaders train staff well to teach the phonics programme with precision. Pupils read books that closely match the sounds they know and need to practise. Pupils, including those with special education needs and/or disabilities (SEND), become confident and fluent readers. They speak enthusiastically about the books and authors they enjoy. They read widely. The school promotes a joy of reading.

Pupils with SEND access learning alongside their friends. Staff ensure that pupils' needs are identified and assessed promptly. Leaders provide extra adult support, resources and teaching to support pupils to make positive progress.

The curriculum supports pupils' personal development well. Pupils know how to keep themselves safe online. They learn about diversity and celebrate difference. Pupils aspire to be firefighters, vets and scientists. Pupils participate in debates and enjoy discussing wider issues such as equality. They benefit from a variety of after-school activities including gardening club, Latin and tennis. Pupils hold positions of responsibility as class representatives. Older pupils are proud to serve the younger pupils at lunchtimes.

Leaders, including governors, have a secure understanding of the school and the priorities for improvement. They manage development priorities well to reduce the impact on staff workload and well-being. Leaders monitor developments carefully. Governors hold leaders to account effectively. Staff value working at the school. They appreciate the support that leaders provide. Typically, parents recommend the school. Many express their gratitude for the happy and safe environment.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In some subjects, the school has not identified the knowledge and skills that pupils need to know as well as in other subjects. This means that pupils do not develop the knowledge they need for later learning. The school should ensure that it continues to develop and refine all areas of the curriculum consistently.
- The assessment of pupils' knowledge is not as effective in some subjects as it is in others. This means that staff do not have a clear understanding of pupils' progress in these subjects. The school should ensure that assessment systems support staff to identify and address gaps in pupils' subject knowledge effectively.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	117996
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10340042
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	163
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	James Foxtton
<b>Headteacher</b>	Helen Houghton
<b>Website</b>	<a href="http://www.warterschool.eriding.net/">www.warterschool.eriding.net/</a>
<b>Date of previous inspection</b>	4 February 2020, under section 8 of the Education Act 2005

## Information about this school

- Warter Church of England Primary School is a smaller-than-average size school.
- The school is a member of the Church of England Diocese of York and has a Christian character. The school received a judgement of outstanding during its most recent SIAMS inspection in March 2018.
- The school does not use any alternative educational providers.
- The school offers a breakfast club and after-school club.
- The school has a nursery with provision for three-year-olds.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and design technology. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- Inspectors met with the headteacher, assistant headteacher and the school business manager.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors gathered the views of parents informally in person and formally through responses to Ofsted's online survey, Ofsted Parent View, including free-text responses.
- The views of staff were considered through the staff survey and through meetings with them. Pupils' views were considered through the pupil survey and through meetings with them across the inspection.
- Inspectors spoke with representatives from the local authority, members of the local governing body and the diocese.
- Inspectors observed pupils' behaviour in classes, at breakfast club and during breaks and at lunchtime.

### **Inspection team**

Lisa Ponter, lead inspector

His Majesty's Inspector

Gerry Wilson

Ofsted Inspector

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