



Warley Road Primary School

Inspection Report

Unique Reference Number 107494
Local Authority Calderdale
Inspection number 287828
Inspection dates 31 January –1 February 2007
Reporting inspector Ann Sharpe

This inspection of the school was carried out under section 5 of the Education Act 2005.

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|---|--------------------|-------------------------|------------------------|
| Type of school | Primary | School address | Warley Road |
| School category | Community | | Halifax |
| Age range of pupils | 4–11 | | West Yorkshire HX1 3TG |
| Gender of pupils | Mixed | Telephone number | 01422 353724 |
| Number on roll (school) | 498 | Fax number | 01422 353724 |
| Appropriate authority | The governing body | Chair | Mrs Ann Ashton |
| | | Headteacher | Mrs Gillian Horner |
| Date of previous school inspection | 26 November 2001 | | |

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Pupils attending this large urban school are from a range of ethnic backgrounds. A large proportion of pupils are of Pakistani heritage and about one in five are White British. There has been a significant change in the ethnic mix of pupils since the previous inspection. The proportion of pupils eligible for free school meals is above average and the proportion with learning difficulties and/or disabilities is average. Many pupils speak English as an additional language. A few pupils have only recently arrived in the country and speak no English. A greater proportion of pupils than in most schools join or leave the school during this stage of their education. As part of the school's involvement in the Extended School project, a private Nursery opened on the site in May 2006 under the school's governance.

Key for inspection grades

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|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 3

Warley Road Primary is a friendly, happy, welcoming and caring school. Although it is a satisfactory school, it has several good or outstanding features, and is improving. Parents think highly of all aspects of the school. They are particularly pleased that children enjoy their education.

The headteacher's very good leadership is steering everyone successfully through the changes being made to improve the quality of pupils' education and to raise their achievement. Becoming an Extended School, for example, has resulted in closer links with parents and the community, along with exciting activities in which pupils can get involved. The headteacher commented, 'we want to enrich pupils' experiences, widen their horizons and break down any barriers to their learning.' This view is shared by senior staff, who work together as a strong team, aiming at all times to reach this goal. Forging an ever increasing range of partnerships with others is particularly significant in ensuring a good quality of care and support for the pupils. As a result, there are clear signs that pupils' progress has started to speed up. The school knows that this is the case because of the outstanding procedures for tracking pupils' progress towards the targets set for them. As governors say, 'The headteacher's approach is to collect the data and then make sense of it.' This also helps the school to have an accurate view of its own strengths and weaknesses, and demonstrates that it has good capacity for further improvement.

A satisfactory quality of teaching and learning ensures satisfactory achievement for girls and boys of all ages and abilities. Although standards are below average by Year 6, this represents good achievement for pupils who have remained at the school since their Reception classes and have attended regularly. An inconsistency between classes in the quality of teaching and learning, however, means that pupils' work is not always matched tightly to their learning needs. Not all pupils know how to reach their learning targets as a result. Quality and standards in the Reception classes are satisfactory. Links with the new Nursery, although developing, have limited influence on children's achievement.

Pupils' good personal development and well-being are seen in their positive attitudes to learning and in their sensible behaviour. A major reason for this is a good understanding of how to keep safe and healthy, and pupils' pride in making a contribution to the school and to the wider community. Pupils' future economic well-being is satisfactory, but is limited by a lack of regular opportunities to use computers in their classrooms. Governors are right to be concerned that these expensive resources are not always used efficiently. The school gives satisfactory value for money.

What the school should do to improve further

- Ensure a consistent approach towards matching work to the differing learning needs of the pupils, thus helping them to know how to reach their learning targets.
- Establish closer links between the new Nursery and Reception classes, particularly in terms of children's learning.

- Make efficient use of computers in classrooms to further pupils' learning and achievement.

Achievement and standards

Grade: 3

Children enter Reception with low levels of attainment. They make satisfactory progress overall, but good progress in talking and social skills. The achievement of pupils in Years 1 to 6 is also satisfactory, and by the end of Year 6, standards are below average. This is reflected in the 2006 Year 6 national test results, where the pupils tested had a higher starting point than children entering the school now. The school did not meet its targets in 2006 because they were unrealistically high. Nevertheless, those pupils who had remained at the school from Reception and attended regularly did well. Targets for 2007 are based on more accurate information about pupils' attainment. They are suitably challenging, and Year 6 pupils are on track to meet them. Pupils with learning difficulties and/or disabilities make satisfactory progress, although those who receive specialised help achieve well. Pupils who speak English as an additional language make progress at the same pace as other pupils in their classes. Although there are clear indications that pupils' progress is speeding up because of improvements in teaching and learning, there is not a consistently good pattern of achievement.

Personal development and well-being

Grade: 2

Pupils' good attitudes and behaviour, along with good spiritual, moral, social and cultural development make an important contribution to their enjoyment of school. Pupils know how to keep themselves healthy. They show concern for the safety of themselves and others, for example, by following the rule of walking on the right side of staircases. They particularly enjoy attending clubs, including physical and sporting activities. Pupils of all ethnic groups show respect for one another and work and play together in harmony. They contribute well to the school and wider community. Although there is occasional poor behaviour and bullying, pupils know that this is unacceptable and are pleased with the measures taken by the school to stamp it out. Attendance figures are below average because some pupils go on extended holidays abroad. This has a negative effect on the progress and consequent future economic well-being of the pupils concerned.

Quality of provision

Teaching and learning

Grade: 3

Pupils' satisfactory achievement is the result of a satisfactory quality of teaching and learning. There are examples of good or better practice, but the variation between classes is a drawback to ensuring that all pupils always make progress in line with their

capabilities. The main reason is the inconsistent approach to matching pupils' work to the challenging targets that the school sets for individual pupils. Linked with this, pupils do not always know enough about what they have to do to improve in order to meet their targets. Nevertheless, all teachers are well organised, positive and enthusiastic role models for pupils. They manage pupils' behaviour skilfully, focus strongly on improving their talking and social skills and ensure that pupils enjoy their lessons. Although they use the computerised boards well to focus pupils' learning in lessons, they do not always make efficient use of the good number and high quality computers in their classrooms.

Curriculum and other activities

Grade: 3

The satisfactory curriculum enables pupils to enjoy their work and to learn how to stay safe and healthy. It is enriched very well, for example, by visits, visitors, themed weeks and extra-curricular activities. The Extended School project makes a good contribution towards meeting the needs of the pupils, such as providing clubs that cater for the interests of gifted and talented pupils. The school has made a positive start to adjusting the curriculum to revised national guidance, by providing more opportunities for pupils to apply information and communication technology skills to work in other subjects. However, there are few such opportunities for some pupils in some lessons. Children in the Reception classes make good progress in talking and social skills as a result of the strong curricular emphasis on these areas. Stronger links with the new Nursery could make a better contribution towards improving children's low starting points when they transfer to Reception classes.

Care, guidance and support

Grade: 2

The school cares for all pupils equally, and support for vulnerable pupils is often outstanding. Factors, such as low level language skills, behavioural difficulties, poor attendance and movement between schools adversely influence pupils' progress. Consequently, staff keep a close eye on individuals and work hard to ensure that they get the right kind of support. The headteacher's view that, 'This is their life chance', is central to everything that the school does. This results in many productive partnerships with others. The Extended School project, for example, demonstrates a determination to break down barriers to pupils' learning. Guidance given to pupils is often good, but they should know more about how they need to improve their work. There are well thought out procedures for protecting and safeguarding pupils. This good provision has not yet resulted in good achievement for all pupils because there has not been enough time for all the initiatives to bear fruits in a measurable way.

Leadership and management

Grade: 2

It is because of the very good leadership of the headteacher and the strong senior management team that the school is improving. As team members say, 'We bring together different expertise, leaving the headteacher time to concentrate on meeting the differing needs of all the pupils.' Although pupils' attainment is not yet as good as the school wants it to be, pupils' progress is accelerating. Teachers with additional responsibilities make a good contribution to this because of their dedicated commitment to staff development. The acting deputy headteacher manages the Extended School provision well. Although this is a new initiative, there are clear signs of increasing enjoyment of school for pupils, along with stronger links with parents and the community. Links between the new Nursery and the Reception class are still in the early stages. The school's use of data for evaluating the school correctly and for pinpointing where to target resources is outstanding. The governing body works hard to overcome the difficulties they have with recruiting new members of the group.

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Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
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Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 |
| How well does the school work in partnership with others to promote learners' well-being? | 2 |
| The quality and standards in the Foundation Stage | 3 |
| The effectiveness of the school's self-evaluation | 2 |
| The capacity to make any necessary improvements | 2 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |

Achievement and standards

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| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and disabilities make progress | 3 |

Personal development and well-being

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|---|---|
| How good is the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The behaviour of learners | 2 |
| The attendance of learners | 3 |
| How well learners enjoy their education | 2 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners make a positive contribution to the community | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

The quality of provision

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|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 |
| How well are learners cared for, guided and supported? | 2 |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 2 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 3 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Text from letter to pupils explaining the findings of the inspection

Thank you for talking to inspectors and for answering all our questions so thoughtfully when we visited your school. We enjoyed our two days with you. Your behaviour was good and you listened carefully to adults in lessons. We were impressed with the way that you always walk on the right side of staircases so that everyone is safe.

We think that your school is a happy and friendly one, and we can see why you enjoy coming. All the adults care about you and want you to do well. You have a lot of interesting things to do, especially going out on visits and attending all the clubs at the school.

Your headteacher and other staff work hard to help you all to do as well as you possibly can at school. They talk to a lot of other people from outside the school who can give you the kind of help that you need. The new Nursery is a very good way of giving children a good start to school. The adults are right to want to make sure that the Nursery and the Reception classes work together more closely to help the children as much as they can.

Your teachers know a lot about how good your work is and, as some of you know, they set targets for you to work towards. Not all for you know what you have to do to improve your work, however, and teachers do not always give you enough chances to reach your targets. We have asked the school to put this right. Nevertheless, we are pleased that you have started to learn new things quicker than before. We noticed how well your teachers use their Smart Boards to help you to learn. We also noticed that you do not use all the new computers in your classrooms very often. This is a shame, because you are keen to do so, and you need to learn to use them in all your subjects. We have asked the school to make sure that you use the computers more often.

You can help your school by remembering your learning targets and working hard to reach them. We hope that you enjoy all the new activities that your school is planning for you.