

Warton Archbishop Hutton's Primary School

Inspection report

Unique Reference Number	119404
Local Authority	Lancashire
Inspection number	313282
Inspection date	14 September 2007
Reporting inspector	Dave Byrne

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 on roll	152
School	
Appropriate authority	The governing body
Chair	Mr Brian Park
Headteacher	Mr Martyn Starkey (Acting headteacher)
Date of previous school inspection	1 January 2004
School address	Back Lane Warton Carnforth Lancashire LA5 9QU
Telephone number	01524 734305
Fax number	01524 734305

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a small school. Virtually all pupils are of White British background. The majority of pupils are from advantaged homes and a below average percentage take free school meals. The percentage of pupils with learning difficulties and/or disabilities is below average. The attainment of children starting school in Reception varies each year but the majority have skills and knowledge that are typical for their age. An acting headteacher, the current deputy, was leading the school at the time of the inspection until the new headteacher takes up post in January. The school provides out of hours care, before and after school.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues: Do all groups of pupils achieve as well as they can by achieving challenging targets and is the school's monitoring of the school rigorous enough in identifying further areas for improvement? Evidence was gathered from analysing data within the school, observing lessons and evaluating the quality and impact of leadership and management by interviewing staff, governors and a random selection of parents and pupils. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Its positive ethos generates excellent relationships between everyone and promotes very good levels of spiritual, moral, social and cultural development amongst pupils. Parents are very pleased with the quality of education and care provided. Pupils achieve well and reach very high standards both in terms of their academic and personal development. Their behaviour is excellent. They have excellent attitudes to learning and they are very well prepared for their next stage of education. The school's own evaluation is accurate in all areas and successfully informs areas for school improvement. The school gives good value for money and has a good capacity to improve.

The provision for the Foundation Stage is good. Children make good progress, from standards that are typical for their age when they start, and reach standards that are above expectations when they enter Year 1. In Key Stage 1, progress is good. Teachers' assessments, which are validated by the local authority, show that standards are currently above average. There are particular strengths in reading and mathematics and improvements mean that pupils also reach above average standards in writing. In Key Stage 2, pupils make rapid progress, accelerating noticeably in Years 5 and 6. In the national tests of 2006, standards were well above average in English, and above average in mathematics and science. In 2007, results improved further. Data provided by the school shows that standards in the current Year 6 are high. Since the last inspection, standards in information and communication technology (ICT) have risen considerably. Under the excellent leadership of the coordinator, resources have improved, staff skills are much better and the curriculum has been given an overhaul; all of which have improved the use of computers to support teaching and learning.

The good quality of teaching and learning is a major factor in the good achievement of pupils. Teachers and teaching assistants work so effectively together that the varying needs within each class are very well met. As a result, the knowledge and skills of the more able pupils are extended, whilst the particular needs of those with learning difficulties and/or disabilities are met. Lessons have a clear purpose which is shared with pupils. This helps pupils to keep focused on their work and gives them an opportunity to assess their own learning. By constantly checking on pupils' progress in lessons and giving helpful tips and advice in marking, teachers provide pupils with a clear picture of how they can improve. This awareness of targets for improvement is a significant factor in the high standards achieved.

The curriculum is good. It is planned to ensure that all elements of learning are effectively covered in the Foundation Stage and to make sure that pupils in Key Stages 1 and 2, make good progress as they move through the school. There is a good emphasis on developing the basic skills of reading, writing, mathematics, science and ICT and pupils have ample scope to develop their skills in sport and the arts. Good provision for personal, social, health and citizenship education contributes to the pupils' good knowledge and understanding of the choices required to live healthily and safely. Recent initiatives have boosted opportunities for pupils to develop confidence and expertise in the performing arts by participating in large scale school performances. Educational visits and visitors and a broad range of extra-curricular clubs enhance lessons well.

Parents were overwhelming in their comments that the school is a very caring place. This is supported by inspection findings. Very good care is taken of its pupils. It ensures the suitability of adults working with pupils and takes care to protect pupils from unnecessary risks. Pupils

who find learning difficult or who have physical disabilities are very well supported and those with gifts and talents are identified and given suitably challenging work. Whilst all staff know pupils well, in the Foundation Stage, the process of assessment is not refined enough to give a wholly accurate view of a child's achievement by the end of Reception. Elsewhere in the school, assessment of pupils' progress is used well by teachers to identify underachieving pupils of all abilities. This information is used to target strategies to improve these pupils' performances. The school has effective ways of inducting new children into school in Reception and also of easing the move of older pupils to secondary school. Strategies, however, to make the transition between the Foundation Stage and Key Stage 1 and 2 are not as well planned. This can slow the progress of some pupils at these points in their school lives.

The school is well led and managed. The acting headteacher has had a significant impact on the school. He provides a very clear educational direction that is keeping the school moving forward whilst awaiting the arrival of the new headteacher. Members of staff are a relatively new team and work closely together. They willingly consider new ideas and share the same philosophy of getting pupils to 'try their best'. The governing body gives good support to the staff and works with it to monitor all aspects of school life efficiently and accurately. A close check is kept of the performance of teachers and the progress of pupils. The outcomes of events, such as lesson observations, analyses of pupils' work and test results, are used effectively by the senior managers to set realistically challenging targets for pupils' performance across the school. The targets for pupils' in the Year 6 national tests are drawn up carefully with the guidance of the local authority. They are challenging and their existence has added determination to teaching, especially in Year 6 which has boosted standards. This year, targets were exceeded in terms of the percentage reaching above average standards.

Effectiveness of the Foundation Stage

Grade: 2

The Foundation Stage is well managed and gives children a good start to their education. Teaching is good. Good teamwork between the teacher and teaching assistant results in some imaginative ideas, and tasks that are very well matched to the children's needs. Basic skills are taught well and there is a good balance in terms of the activities that the children select themselves and those that are led and chosen by adults. Children achieve well and the majority reach standards that are better than expected for their age by the end of the Foundation Stage. The lack of access to a fully developed outdoor learning environment is a minor weakness that impacts on aspects of the children's progress. Although staff know children well, the formal assessment of standards at the end of the Foundation Stage is not refined enough. It tends to place children at a higher level than they are. This results in pupils in Key Stage 1 appearing to fall back at first, when in fact they continue to make good progress.

What the school should do to improve further

- Refine the assessment of children in the Foundation Stage to accurately represent the attainment of children when they enter Year 1.
- Adopt strategies to ease the transition of pupils as they move through school.

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Inspection judgements

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

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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.

Annex A

Leadership and management

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

15 September 2007

Inspection of Warton Archbishop Hutton's Primary School, Lancashire,
LA5 9QU.

Dear Pupils

Thank you very much for being so friendly and helpful during my visit to your school. I enjoyed speaking with you in lessons, during lunch and at the meeting with a representative group.

These are the things I found out.

- Your view that this is a good school is quite right. It gives you all a good start to life.
- You behave very well, with thoughtfulness and consideration for others and you clearly enjoy school.
- Many of you do very well in English, mathematics and science and reach standards that are higher than expected for your age at the end of both Key Stages 1 and 2.
- You are very well looked after and cared for and those of you who have difficulties learning are given very good support.
- Your school leaders and teachers set high expectations for you all which help you to learn at a good rate.

There are two areas I think could be better.

- The way children in the Foundation Stage are assessed could be better.
- The school could do better in helping you as you move from one class to the next.

It was a pleasure to join you in lessons, to find that you all work very hard and that you usually try your best. I hope you continue to contribute to school life by being helpful to others and continuing to be enthusiastic learners.

Yours sincerely

Dave Byrne

Lead Inspector