

# Warley Road Primary School

## Inspection report

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<b>Unique Reference Number</b>	107494
<b>Local Authority</b>	Calderdale
<b>Inspection number</b>	336893
<b>Inspection dates</b>	11–12 January 2010
<b>Reporting inspector</b>	Christine Millett

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	512
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Eccleston
<b>Headteacher</b>	Mrs Gill Horner
<b>Date of previous school inspection</b>	1 January 2007
<b>School address</b>	Warley Road Halifax West Yorkshire HX1 3TG
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at documentation including the school development plan, minutes of governors' meetings, the school's monitoring records and analyses of pupils' attainment and progress. Inspectors analysed 38 questionnaires returned by parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the consistency in the quality of teaching throughout the school, how best practice is shared and its impact upon standards
- attendance and the strategies the school has put in place to bring about improvement
- recent developments in the Early Years Foundation Stage and the impact this is having upon outcomes.

## Information about the school

Warley Road is a larger than average size primary school. A large proportion of pupils are of Pakistani heritage and a very small minority are White British. The remainder represent a wide range of other ethnicities. The majority of pupils do not speak English as a first language. The proportion of pupils with special educational needs and/or disabilities is well above average, as is the number entitled to free school meals. A larger number of children than normal enter or leave school during the course of the school year. Early Years Foundation Stage provision is in one Nursery class and three Reception classes. The school has gained the Healthy Schools Award, Dental Health Award and Quality in Study in School (QISS) Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Warley Road Primary is a satisfactory school which is successful in creating a warm welcoming environment for its pupils. The school has experienced some disruption in recent years, but the clarity of vision and commitment of senior leaders are now central to communicating the school's ambition for further improvement. Of the parents who responded to the questionnaire, a very large majority is supportive and values the standard of care provided by the school. One parent commented, 'pupils are supported and encouraged'.

During their time at school, pupils make satisfactory progress in the basic skills of literacy and numeracy. Those with special educational needs and/or disabilities make good progress as their needs are identified quickly and they are well supported. While standards remain low they are rising. The quality of pupils' learning in lessons is satisfactory. The satisfactory achievement in basic skills, competence in information and communication technology (ICT), average attendance and good personal development ensure they are prepared adequately for the future.

Pupils' polite and considerate behaviour creates a positive and secure atmosphere in school. Pupils think deeply about others, are keen to take on responsibilities and contribute well to the school and to the local community. Their experience of different cultures and religions is enhanced through the curriculum.

Teaching and the quality of the curriculum are both satisfactory. The school is currently working to improve this picture. It is aware that more needs to be done to bring about consistency in the quality of all teaching in order to match best practice in the school and thus improve rates of pupils' progress. While some examples of good marking were seen, there is generally a lack of consistency, with some pupils not being clear about how to improve their work. Assessment is used to support learning, but again there is not a consistent approach and not enough pupils' involvement through self and peer-assessment. The curriculum offers a suitable range of learning opportunities within and beyond lessons. Good care, guidance and support ensure a secure and encouraging environment where pupils say they feel safe and valued. One pupil summed up the views of many in saying, 'I think this school is good because it keeps me safe at all times and I learn a lot'.

The school has undergone many changes since the last inspection and with support from the local authority has undertaken a comprehensive audit to identify areas for development. Consequently, its self-evaluation is accurate and the school recognises that currently its capacity for sustained improvement is satisfactory. Although the school is changing rapidly, the effect of well-founded changes has yet to show full impact on

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raising standards and accelerating achievement.

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

- Raise standards across the school through improvement in the quality of teaching and learning by:
  - giving staff the opportunity to share and build on existing outstanding practice
  - ensuring consistency in marking so that all pupils are aware of how to improve their work
  - planning tasks that require independent learning skills
  - developing the capacity of senior leaders and managers to monitor and evaluate teaching and learning.
- About 40% of the schools whose overall effectiveness is judged satisfactory may
- receive a monitoring visit by an Ofsted inspector before their next section 5
- inspection.

## Outcomes for individuals and groups of pupils

**3**

Pupils have good attitudes to learning. When they are fully engaged in lessons and challenged to learn they make good progress. When pupils are less actively involved as learners progress in lessons slows although it remains satisfactory. Pupils with special educational needs and/or disabilities make good progress in lessons because of the good quality support they receive for their learning.

Children start Nursery with skills and knowledge that are well below those expected for their age. They make good progress throughout their time in the Early Years Foundation Stage. All groups of pupils continue to make at least satisfactory progress as they move through Key Stage 1 and Key Stage 2. Staffing turbulence, low attendance due to extended family holidays, a much higher than average number of pupils with special educational needs and/or disabilities and a higher than average number of pupils who joined school partway during the year, have had a negative impact upon overall standards. In 2009, attainment at the end of Year 6 was low in all subjects. The school is now taking effective action to improve provision and has implemented successful strategies that have brought about improved attendance. Consequently, the latest school assessment information and evidence from pupils' current work indicate that attainment is improving strongly. Pupils with special educational needs and/or disabilities, who constitute nearly half the total number of pupils on roll at the school, make good progress towards their targets because the support they receive is well focused on their specific needs. This good progress is complemented by the satisfactory and securely improving progress made by other pupils.

An overwhelming majority of pupils say that they enjoy school. They feel safe and secure and know how to maintain their own safety and that of others. A very small minority of pupils expressed concerns over behaviour in school, but no instances of inappropriate behaviour were seen during the inspection and pupils were polite and

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friendly. Relationships are very positive and pupils respond quickly and listen carefully to teachers' directions. Pupils have a clear understanding of the importance of healthy eating and regular exercise. Their contribution to the local community is increasing as members of the school parliament start to take the initiative in some school developments such as playtime play leaders and the litter project. Pupils' spiritual, moral, social and cultural development is good. Pupils have a marked sense of right and wrong and enjoy the different cultural experiences the school provides.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The quality of teaching is improving but remains variable. Pupils make the best progress where teachers plan challenging lessons with high expectations for achievement. In these lessons, pupils are fully engaged, enjoy the activities they are given and their thinking is extended by teachers' good questioning skills. Less progress is made in the lessons where the pace is slow and pupils are not actively involved in their learning. Marking in some classes is detailed and helps pupils improve their work but this is not typical of all classes. Pupils are not always encouraged to take a pride in their work and

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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think about its presentation. All teachers make good use of interactive whiteboards and opportunities for pupils to use ICT are written into lesson plans. Teaching assistants are well used to support learning.

The curriculum is broad and balanced and is beginning to provide pupils with relevant and creative learning experiences. Learning is enriched by a wide range of visits and visitors. These broaden pupils' cultural awareness and strengthen their understanding of social differences and other religions. The school offers a satisfactory range of extra-curricular activities. Close attention has been paid to developing the language skills of those pupils for whom English is not their first language.

Care, guidance and support are good. Pupils feel they are well supported and know who they can go to if they have a problem. One pupil spoke of how they like to use the suggestion box if they have an idea or a problem. The needs of pupils with special educational needs and/or disabilities are well met by close liaison between teachers, support staff and external agencies.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher has a strong commitment to pupils' achievement and welfare. She shows a determination to raise the aspirations and expectations of the whole school community. Progress has been made in establishing a more effective senior leadership team although the school recognises that more needs to be done to develop the capacity of senior leaders to monitor and evaluate teaching and learning. Senior managers have been given greater ownership of and responsibility for their areas. They work closely together, with frequent, regular meetings, for example, to monitor plans for raising achievement. The impact of the collective leadership is now beginning to be seen.

In keeping with the commitment to children's welfare, safeguarding procedures are good. Governors offer a range of skills, are supportive and committed to continued improvement. They are still developing their role as critical friends in order to monitor the success of school strategies to raise standards. The school reaches out to parents keeping them informed of what is happening in school as well as consulting them on aspects of the curriculum. There is a commitment to equality and celebrating diversity. The way in which the school promotes community cohesion is satisfactory. There are well integrated and effective activities within the local community though links of a

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national or international nature have yet to be fully established. The school achieves satisfactory value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The quality of provision in the Early Years Foundation Stage is satisfactory. Children enter the Nursery with skills that are well below those expected for their age especially in communication, language and literacy and social development. The school's clear priority to develop children's language skills through stimulating opportunities for play enables pupils to make good progress and they are beginning to catch up by the time they leave the Reception class.

The Early Years Foundation Stage has undergone significant development in recent months. Under the enthusiastic leadership of the newly appointed manager, the new accommodation has prompted changes to the organisation of activities, which are beginning to show impact but are yet to be embedded. Children make full use of an imaginative range of resources that capture their interest. Improvements in the last half term have already accelerated the rates of progress being made. One of the most significant changes has been in the way in which observation is used to inform planning and to add detail to children's individual records of learning.

Children have settled well and enjoy being part of the school. They thoroughly enjoyed their own musical assembly. Children behave safely, with the Reception children setting good role models for those in Nursery. They are developing healthy habits such as cleaning their teeth, with each child having their own toothbrush which they use in



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school on a daily basis.

Leaders and staff are passionate about raising standards and presenting children with a wide range of experiences. A strong sense of common purpose is emerging and there is clear evidence of the capacity to tackle issues effectively.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

A very small number of parents returned questionnaires. Of those who did, a very large majority expressed very positive views about the school. They were in agreement that their children enjoy school and are kept safe. Most agreed that the school was meeting their children's needs. A very small minority expressed a variety of concerns, some of which are reflected within the inspection findings.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Warley Road Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 38 completed questionnaires by the end of the on-site inspection. In total, there are 512 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	58	13	34	1	3	2	5
The school keeps my child safe	22	58	13	34	1	3	2	5
The school informs me about my child's progress	20	53	13	34	2	5	3	8
My child is making enough progress at this school	17	45	14	37	7	18	0	0
The teaching is good at this school	17	45	15	39	3	8	2	5
The school helps me to support my child's learning	17	45	17	45	2	5	2	5
The school helps my child to have a healthy lifestyle	16	42	19	50	0	0	3	8
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	34	20	53	2	5	2	5
The school meets my child's particular needs	14	37	18	47	2	5	2	5
The school deals effectively with unacceptable behaviour	15	39	17	45	1	3	2	5
The school takes account of my suggestions and concerns	11	29	22	58	2	5	3	8
The school is led and managed effectively	15	39	15	39	4	11	3	8
Overall, I am happy with my child's experience at this school	18	47	15	39	2	5	3	8

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



13 January 2010

Dear Pupils

Inspection of Warley Road Primary School, Halifax, HX1 3TG

Thank you very much for your warm welcome when the other inspectors and I visited your school recently; a special 'thank you' to those of you who gave up their time to talk to us. Many of you told us how much you enjoy being at school. Warley Road provides you with a satisfactory education.

What is best about your school is that:

- you are very friendly, polite and helpful to visitors and each other
- your behaviour is good
- you get off to a good start in the Nursery class and make satisfactory progress during your time in the school
- you enjoy coming to school and are keen to learn
- adults look after you well and make sure you are safe
- teaching is satisfactory and teachers try to make lessons interesting and exciting
- some of your parents told us that they are pleased with how the school is run and the help you receive
- you show a good understanding of healthy lifestyles and know how to stay safe
- you contribute to the life of the school and the local community
- your school is helping you prepare for the next stages in your education.

To make your school better we would like you to reach higher standards. This can happen if your teachers:

- mark your work carefully and let you know what you have to do to make your work better
- share ideas with each other so that more lessons are good or outstanding
- give you more opportunities to work independently.

I know you will help your teachers to carry on making your school better by continuing to work hard.

Yours sincerely

Mrs Christine Millett

Lead inspector

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