

# Warley Road Primary School

Warley Road, Halifax, West Yorkshire HX1 3TG

## Inspection dates

8–9 November 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Requires improvement</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher and deputy headteacher have established a strong, dynamic vision for the school based on improving life chances for all pupils. This is shared by all staff and governors. This informs all working aspects of the life of the school.
- Adults provide exciting opportunities for learning and enhancing life experiences that capture pupils' imaginations and meet their learning needs. Consequently, teaching is constantly good and pupils achieve well in a variety of subjects.
- Pupils find lessons interesting and exciting. They are clear about how they need to improve their work.
- Pupils, including the most able, make strong progress in a range of subjects. The progress pupils make continues to improve, especially in mathematics. However, some pupils do not progress quickly enough to achieve even higher standards.
- Pupils are well behaved and are aware of their responsibilities to each other and adults. Pupils' behaviour and relationships are a credit to the school.
- Teaching assistants provide skilled support to a range of learners. However, some do not always have the skills they need to support pupils' learning effectively.
- Children make a steady rather than good start in the early years classes. They develop useful attitudes and behaviour to support their learning. However, opportunities to develop children's communication skills are often missed and children do not engage with writing experiences sufficiently well.
- The provision for the welfare, personal development, social, moral, spiritual and cultural development of pupils' is exemplary. It ensures that pupils are able to fully explore, understand and be aware of keeping themselves and others safe in a range of situations.
- Governors play an active part in the day-to-day life of the school and have a well-developed knowledge about what is and is not working well in the school.
- Following the last inspection, school leaders, including governors, have successfully taken robust action to engage and communicate with parents more effectively.
- Occasionally, adults miss opportunities in writing to recognise when pupils could be moved rapidly on to harder work and apply their learning in different ways.

## Full report

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

- Improve provision and outcomes in the early years by:
  - ensuring that staff are rigorous in developing and extending communication, speaking and listening skills in all aspects of learning
  - raising expectations of writing so that children engage more frequently with the writing opportunities provided
  - further developing the role of early years leadership to ensure that they have an accurate view of the quality of the provision.
- Continue to raise standards in all key stages, especially in writing, by ensuring that:
  - pupils are moved on swiftly in lessons once they have demonstrated they have grasped what is being taught
  - pupils have more opportunities to work independently to apply their learning and have speedier access to work beyond age-related expectations
  - teaching assistants are skilled and used effectively in all lessons.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher's and deputy headteacher's strong, committed and visionary leadership ensures that rates of progress for pupils have, from low starting points, continued to improve. Where dips in performance have occurred, their determined efforts ensure that improved teaching and learning addresses the issues. Expectations are high and where poor or weak performance in teaching is identified, it is tackled robustly.
- Leaders are clear in identifying the priorities for school improvement. They are accurate and precise in recognising effective practice and weaknesses in teaching. Consequently, teachers have clear targets set to improve their practice. In the early years, self-evaluation is less secure. Issues with the quality of learning have not been identified early enough. School leaders now recognise this and new arrangements are now in place.
- Funding for special educational needs provision is used effectively in ensuring that pupils' needs are met. These pupils make swifter progress and sustain an enthusiasm for their learning. This is because school leaders have a secure knowledge of the needs and circumstances of individuals. They work closely with parents to meet the needs of their child. Information is systematically reviewed to ensure that these pupils are being supported well.
- Additional funding for disadvantaged pupils is used effectively. Where concerns are identified, well-targeted actions address the issues. Work with families and well-targeted interventions ensure that, while standards remain low, these pupils make rapid progress and are better placed to fulfil their potential across a wide range of subjects.
- The school's curriculum is comprehensive and provides pupils with opportunities to explore key concepts in depth in all subjects. Some exemplary practice means that this is a strength of the school. School leaders, supported by subject leaders, are passionate that the curriculum is continually enriched with a range of life experiences. For example, educational visits to theatres, cinemas, Blackpool illuminations and meerkats visiting the school flavour their curriculum. The 'creative curriculum' supported by a comprehensive extra-curriculum provision includes working with the school kitchen to provide baking opportunities with strong links to healthy eating. As a result, pupils are excited by their lessons and talk passionately and with some insight about their experiences. Homework reflects this provision, with tasks set for parents to engage with their child's learning.
- Pupils have a good understanding of, and talk about, tolerance, respect, democracy and cultural diversity in Britain today. Their visits to various places of worship and discussions focused on current events ensure that pupils are socially aware.
- Parents spoken with during the inspection believe their relationship with the school has been transformed since the last inspection. They trust school leaders to deal with their issues sensitively and with integrity.

## Governance of the school

- Governors, led by a highly engaged chair of governors, have a detailed day-to-day knowledge of the life of the school and what it needs to do to improve further. They continually review their own practices and have improved their own effectiveness. They play an important role in securing the ongoing improvements seen in the school and have an active role in overseeing safeguarding arrangements. Governors share the commitment, passion and vision of the headteacher to ensure that the curriculum reflects the needs of the children and parents. They are skilled in understanding the information about how well pupils are progressing. Consequently, they identify most emerging issues effectively and hold senior leaders to account. Governors pose challenging questions and ask for further information if they are not satisfied. Governors have a good understanding of the principles of additional funding used for sports and for disadvantaged pupils. They systematically track how the funding is spent and evaluate the impact it has had.

## Safeguarding

- The arrangements for safeguarding are effective.
- School leaders and staff ensure that a culture of safeguarding informs the work of the school. Everyone recognises that safeguarding is their responsibility. Staff have a detailed understanding of how children are kept safe and risks are identified. Systematic, high-quality record-keeping ensures that nothing is missed. Training programmes, updates and checks on staff's understanding are a regular feature of school life. The curriculum helps pupils know how to keep themselves and others safe in a range of situations, including when online and outside the school gate. Planned work and key messages inform the personal, social and health education programme and have a focus on ensuring that pupils understand the importance of positive relationships and identifying risks.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching, learning and assessment is good overall. High expectations from most staff ensure consistently good and sometimes exemplary teaching across key stage 1 and key stage 2.
- Pupils have a positive attitude to their learning because achievements are recognised and celebrated. Staff's positive relationships with pupils ensure that teachers have a good understanding of the challenges that pupils face and plan provision accordingly.
- Teachers provide support on each pupil's next steps consistently in line with the school marking policy. Pupils have time to respond well to feedback and are clear about what they need to do to improve their work.
- Pupils talk confidently about their favourite books and authors and are enthusiastic about their reading. The most able pupils enjoy tackling complex texts. Younger children are given opportunities to read to adults frequently and develop their vocabulary quickly as they grow in confidence with their spoken English.
- The teaching of mathematics is a strength of the school. Pupils are enthusiastic about

the subject and enjoy being challenged in their thinking. Consequently, more pupils now achieve at the national standard than seen nationally. This is because teachers pose relevant questions and ensure that pupils apply their understanding to explain and solve problems. Where pupils get stuck, this is recognised and support is given.

- The teaching of writing is improving. Pupils take great care in the presentation and accuracy of their work. They apply their writing skills in a range of genres and subjects. They frequently write at length and have opportunities to review and improve their own work. They use their skills in grammar, punctuation and spelling well to add expression to their writing. In the early years, children are not always engaged in writing as much as they could be.
- Phonics is taught systematically on a daily basis from the early years and across key stage 1. Teachers increasingly ensure that strategies taught are also applied consistently in pupils' reading and writing.
- Teachers use their knowledge of pupils' prior learning to plan their lessons and meet the needs of all individuals, regardless of their starting points. The planned learning ensures that pupils develop their skills in mathematics and English in a logical order and builds on what has gone before.
- In lessons, teachers plan interesting and stimulating lessons, which build on the interests of pupils and engage them in their learning. On occasions, teachers do not recognise soon enough when pupils are ready to move on and apply their new learning independently or in a new context. Consequently, opportunities for some pupils to access and work beyond age-related expectations are sometimes missed.
- Assessments are used well to ensure that individuals and groups of pupils are on track. Where pupils are falling behind or could make better progress, this is acted on quickly by teachers and senior leaders. Interventions and support are usually well planned and help address any gaps in pupils' understanding.
- Teachers and most teaching assistants have secure subject knowledge, which helps them respond quickly to pupils' misconceptions. They are skilled at working with individuals and groups of pupils to help them keep up in lessons. Some opportunities to support pupils are missed because some teaching assistants' skills are limited and they are not always deployed well in lessons. For example, staff in the early years miss too many opportunities to engage children in actively speaking and listening to each other and adults.

## **Personal development, behaviour and welfare**

**Good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils' written work exhibits precision and attention to detail. They talk proudly of their work and their achievements and how this will help them with their future aspirations.
- Systems to ensure that pupils are kept safe are exemplary. For example, responsive modifications to the curriculum capture emerging issues within the locality and online. Recent work with pupils and parents on questionable phone Apps was particularly

welcomed.

- The planned curriculum ensures that key themes of healthy lifestyles are revisited regularly. Consequently, pupils have a good understanding of how to keep themselves and others safe in a range of situations beyond the school gate. They also have a well-developed understanding of how to keep themselves safe when using the internet.
- Pupils say that bullying rarely happens. They are confident that issues with bullying are resolved quickly and fairly by staff. Pupils are aware of the steps they need to take should it happen.
- Pupils express their views and reflect on issues beyond the school and in the immediate community, for example work seen during the inspection on homelessness. This issue was skilfully handled, drawing out individual responses and their concerns. Pupils were reflective and compassionate on the circumstances that may lead to homelessness.
- Pupils say that they trust all adults in the school and when concerns are raised they are dealt with immediately and fairly. Relationships between adults and children are characterised by mutual understanding and respect.
- Pupils are conversant and knowledgeable about the importance of healthy eating and fitness, including emotional and mental health. Additionally, work with parents and families to promote well-being and safety includes themed weekly coffee mornings and discussions that include some sensitive issues.
- Parents who responded to Ofsted's online questionnaire, Parent View, and who spoke with an inspector say that they feel confident in approaching the school and confirm that their children feel safe in the school. They say concerns raised are taken seriously and addressed with integrity. Parents also state that the communication with parents and the climate of openness has improved significantly since the last inspection.

## **Behaviour**

- The behaviour of pupils is good. This is because staff set high expectations and clear boundaries and rules for behaviour. They apply them fairly and robustly.
- Pupils concentrate well in lessons and have positive attitudes to their work. When tasks are too easy or not well planned, pupils occasionally lose attention and become disinterested.
- Pupils have a good understanding of what is expected of them. Politeness and consideration for others is embedded in pupils' interactions. They have an awareness of the impact that their behaviour has on others and themselves.
- Pupils have an emerging awareness of the derogatory language involved in the different forms that bullying can take, including homophobic and racist language. Consequently, incidents are rare.
- Pupils start lessons ready to learn. They move around the school in an orderly fashion, quickly and efficiently. They respond well to adult direction at lunchtimes and playtimes.
- Attendance of pupils is similar to that seen nationally. School leaders work hard to engage with all families and are making a difference. Consequently, the attendance of

pupils, including disadvantaged pupils, is continuing to improve.

## Outcomes for pupils

**Good**

- From very low starting points, key stage 2 standards in mathematics and English, punctuation, grammar and spelling at least match those seen nationally. In writing and reading, attainment is below the national average.
- In recent years, increasing proportions of pupils leave Year 6 with the required skills in reading, writing and mathematics to equip them for the next stage of their education. This year, the proportion of pupils operating at and beyond age-related expectations has continued to improve across key stage 2 and most are now operating within age-related expectations.
- Pupils have consistently made better progress than the progress seen nationally in key stage 2 in mathematics, writing and reading. Progress in mathematics has been well above that seen and in the top 10% nationally for at least three years running. Currently, pupils and groups of pupils continue to make rapid progress in reading, writing and mathematics in most classes in key stage 2.
- The current quality of pupils' writing seen by inspectors is good. Teachers' expectations of pupils' presentation of writing are high, including pupils' work in subjects other than English. Pupils take pride and great care in the precision and presentation of their work.
- Standards in key stage 1 assessment tests are improving but remain low. Evidence seen in lessons and in pupils' workbooks confirms the school's own assessment information that the proportion of pupils working at age-related expectations is increasing rapidly.
- In key stage 1, pupils achieve increasingly well from their various starting points in reading, writing and mathematics. Good progress in all subjects means that they are beginning to catch up quickly. Consequently, increasing numbers are working within expectations and beyond in all subjects.
- Outcomes in the Year 1 phonics screening check continue to improve and now match those seen nationally. Work to ensure that this leads to stronger outcomes in reading and writing is evident in pupils' books and in their reading.
- Disadvantaged pupils and those in receipt of support through additional funding achieve well in key stage 2, making better progress than other pupils nationally in reading, writing and especially in mathematics. In key stage 1 and in the early years, most disadvantaged pupils make similar progress to other pupils and some make more rapid progress and are beginning to catch up quickly.
- The most able pupils enjoy the challenges set in reading, writing and mathematics and thrive on tackling complex books and tasks. As a consequence, increased numbers of pupils are working above age-related expectations. However, some opportunities to get pupils to work at greater depth are missed and as a consequence not enough achieve a higher standard.
- Well-planned interventions and support plans ensure that the developmental needs of pupils who have special educational needs (SEN) and/or disabilities are well catered

for. Staff know and understand their barriers to learning and enable pupils to make good progress from their starting points.

- Outcomes for children in the early years are inconsistent and remain well below that seen nationally. Accurate day-to-day assessment informs the planning of next steps in learning.
- Staff's understanding of the early years curriculum requirements ensures that the significant barriers and gaps in learning are being addressed, but a lack of rigour in promoting communication skills hampers more rapid progress.

## Early years provision

## Requires improvement

- A majority of children start in the Nursery class with little or no spoken English. In addition, few have the abilities and skills typical for their age.
- From low starting points, most pupils, including disadvantaged pupils, make the progress expected of them. However, the proportion of children who achieve a good level of development is still well below that seen nationally. This is because some opportunities to promote communication skills and writing are missed.
- Staff ensure that stimulating and engrossing activities take account of children's needs and interests and promote all aspects of learning. In addition, staff work hard to broaden the life experiences of children with regular visits and events.
- Opportunities to encourage children to listen and respond to each other are missed. Some exemplary practice is not used effectively by all adults. Consequently, children do not make the progress they could.
- In addition, adults do not establish robust enough requirements and expectations in writing to ensure that children engage well enough with the opportunities provided.
- Adults are highly skilled at ensuring that children's social and emotional needs are met. They work hard to ensure that gaps in children's understanding of the English language and deficits in behaviours that support their learning are met.
- Teaching ensures that most children develop the basic skills in reading, writing and mathematics. Phonics skills are taught systematically and some opportunities are provided to ensure that children apply these skills in their reading and writing.
- Staff work diligently to ensure that children develop secure attachments with adults and establish good relationships with other children. Children are well behaved and learn in a climate of respect and responsibility that promotes increasingly effective learning.
- All welfare requirements are met. Early years leaders ensure that children are safe. Staff know the children very well and they work closely with parents to ensure that individual needs are catered for well.
- Parents have a positive view of the quality of learning in the early years and the support that their children get. The partnership with parents is positive and has improved since the last inspection. They feel that they are listened to and contribute to the assessments made by staff.
- The new leadership arrangements for the early years provision are developing an

increasingly accurate view of the quality of provision. However, this evaluation is not always secure. As a consequence, leaders are not sharp enough in identifying the priorities that will promote better progress and raise standards more rapidly.

## School details

Unique reference number	107494
Local authority	Calderdale
Inspection number	10037708

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	602
Appropriate authority	The local authority
Chair	John Eccleston
Headteacher	Mrs Gill Horner
Telephone number	01422 353 724
Website	<a href="http://www.warleyroad.calderdale.dbprimary.com">www.warleyroad.calderdale.dbprimary.com</a>
Email address	<a href="mailto:admin@warleyroad.calderdale.sch.uk">admin@warleyroad.calderdale.sch.uk</a>
Date of previous inspection	19–20 September 2012

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is larger than the average-sized primary school.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- The proportion of pupils who have SEN and/or disabilities is above the national average.
- The proportion of pupils supported by pupil premium funding is in line with the national average.
- The proportion of pupils from minority ethnic backgrounds is well above the national average.
- The proportion of pupils for whom English is an additional language is well above the

national average. In addition, the vast majority are new to English.

- Children in the school's Reception classes attend full time.

## Information about this inspection

- The inspectors held discussions with the headteacher, senior leaders, local authority and diocesan representatives, governors and some subject leaders.
- The inspectors observed learning in all classrooms. Joint observations were carried out with the headteacher and the deputy headteacher.
- The inspectors looked at pupils' work, had discussions with pupils and listened to some pupils reading.
- The inspectors observed pupils' behaviour around the school, at playtimes and in lessons.
- The inspectors looked at the responses to Parent View, Ofsted's online questionnaire for parents, considered written comments from parents, staff and pupils and met with some parents at the start of the school day.
- Inspectors examined a wide range of documentation, including evidence of the school's self-evaluation, information about the performance of teachers and pupils, reports to the governing body, as well as information on the curriculum, safeguarding and other key policies.

## Inspection team

Jonathan Brown, lead inspector	Ofsted Inspector
Linda Clay	Ofsted Inspector
Louise Greatrex	Ofsted Inspector
Nick Capron	Ofsted Inspector

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