

# Warter Church of England Primary School

Addlekel, Warter, York, North Yorkshire, YO42 1XR

**Inspection dates** 17–18 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Achievement is outstanding. Children start school with skills typical for their age. They make outstanding progress from their individual starting points and throughout all key stages. Over the last four years, progress has accelerated to a rapid rate and so pupils' attainment by the end of Year 6 in reading, writing and mathematics has been consistently well above average.
- The school's results in national tests are in the top 2% of all schools for English and mathematics.
- All groups of pupils achieve equally well. The progress made by the small number of pupils who have special educational needs and who are entitled to the pupil premium matches that of their classmates.
- Teaching over time is mostly outstanding, particularly in reading and mathematics. It is never less than good.
- Teachers use their excellent subject knowledge to set tasks that consistently challenge and engage pupils. However, in a very small number of lessons, pupils, particularly the most able, could be stretched even further.
- Pupils' attitudes towards their learning are exemplary. Relationships are very strong and attendance is consistently high.
- The standard of behaviour at the school is outstanding. Pupils bring the school's aims of 'Positivity, Respect, Friendship' to life in the way they interact and treat one another.
- Pupils report feeling safe and confirm that bullying is very rare. An overwhelming majority of parents agree.
- The experienced headteacher is highly ambitious and sets a clear vision for the school. Leaders have been very successful in securing continued improvements and ensuring the quality of teaching is outstanding.
- Pupils' social, moral, social and cultural development is outstanding. The curriculum engages pupils and is precisely matched to their needs. However, very occasionally, opportunities for pupils to use and apply their writing skills when they complete work in subjects other than in English are overlooked.
- Governors are highly visible in school. They have exceptional knowledge of the school's performance and have been successful in using this information to support and challenge leaders in order to drive further improvements.

## Information about this inspection

- Inspectors observed 11 lessons, or part lessons, delivered by five teachers. Two of these lessons were joint observations with the headteacher. In addition, the inspectors listened to pupils in Year 2 read.
- Discussions were held with groups of pupils, teachers and six representatives from the governing body. A telephone interview was also conducted with a representative from the local authority.
- Inspectors considered 34 responses to the online questionnaire (Parent View) and spoke to a number of parents before the start of the school day. Information from 20 staff questionnaires was also considered as part of the inspection.
- Inspectors scrutinised the school’s plans for improvement and also examined documents relating to safeguarding, behaviour and attendance.
- The vast majority of pupils in Year 5 and Year 6 were not present in school during the inspection as they attended a residential visit.
- A range of other evidence was also scrutinised by inspectors, including pupils’ current and previous work in books and the school’s own data and monitoring records of how well pupils progress in their learning.

## Inspection team

Paul Plumridge, Lead inspector

Additional Inspector

Anthony Kingston

Additional Inspector

## Full report

### Information about this school

- Warter School is smaller than the average-sized primary school.
- The proportion of pupils who are supported through school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is also well below average.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is well below average.
- A well below average proportion of pupils are eligible for the pupil premium. The pupil premium is additional government funding for children in local authority care, those from armed services families and children known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has achieved 'Investors in Pupils' status. It has also achieved the Basic Skills Quality Mark twice, the Heartbeat Award, Healthy Schools Status and The Green Flag Eco Award.

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

- Increase the proportion of outstanding teaching by:
  - ensuring opportunities to challenge pupils even further, especially the most able, are never missed
  - ensuring pupils have even more opportunities to apply their writing skills in subjects other than English.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Children enter the Early Years Foundation Stage with skills, knowledge and understanding which are typical for their age. They make outstanding progress. This is because teachers plan activities that really stimulate children's interests and are very well matched to their individual next steps in learning. As a result, children enter Year 1 very well prepared for learning.
- Standards by the end of Year 2 have been well above the national average for the past four years and continue to rise year-on-year in all subjects. In 2013, a much higher than average proportion of pupils reached the national expectation at the end of Year 2. Similarly, a significantly higher proportion of pupils reached the higher Level 3 than nationally.
- Achievement is outstanding in Key Stage 2. Standards in English and mathematics have been consistently well above average for four years. As a result, pupils are very well equipped for the next stage of their education. School data and inspection evidence show that these high standards are being sustained and are set to improve even further.
- By the end of Year 6, the progress made by pupils in 2012 in English and mathematics was in the top 2% of schools nationally. In 2013, all pupils made the expected level of progress and the proportion making better than expected rates of progress was also very high in all subjects, although slightly lower in writing than reading or mathematics.
- The most-able pupils make excellent progress. The proportion that reaches the higher Level 5 is much greater than found nationally.
- The progress that pupils make in reading is outstanding throughout the school. The proportion of pupils aged six that achieve the national expectation in a check of their understanding of the sounds that letters make (known as phonics) is well above average and improving. In 2013, all pupils met this national expectation. By the time pupils leave the school, over two thirds attain levels that are two years above those expected.
- In writing, overall, progress is outstanding. This is because teachers plan lessons that are interesting and focused heavily on improving pupils' basic skills in grammar and punctuation. While lessons always stimulate pupils' interests, the school recognises that extending the range of opportunities for pupils to apply their skills in writing in subjects other than English would stretch their learning even further.
- Pupils' achievement in mathematics is outstanding. Teachers have excellent subject knowledge and use this to set work that pupils report they find challenging but achievable.
- The progress made by the very small number of pupils who have special educational needs matches that of their classmates.
- There are too few pupils known to be eligible for the pupil premium to measure reliably attainment gaps against their peers. However, the progress they make clearly matches that of their classmates. This is because funding is allocated effectively and pupils receive additional support, which is very well matched to their individual needs.

### The quality of teaching

### is outstanding

- Teaching is mostly outstanding and never less than good. This ensures all groups of pupils, including those who are most able, achieve exceptionally well and make outstanding progress over time.
- Teachers have exceptionally high expectations and consistently challenge pupils through difficult but achievable tasks. This was evident in the sample of pupils' literacy, mathematics and science work, which inspectors considered in Year 5 and Year 6.
- Relationships between adults and pupils are very strong. As a result, pupils are confident enough to tackle work that is very challenging. When talking about his mathematics work, one boy stated, 'It's good to get some things wrong.'

- Teachers have excellent subject knowledge and use this effectively to plan imaginative lessons which pupils find extremely interesting and thoroughly enjoyable.
- Teachers use information from assessing pupils well to set tasks that are very well matched to their learning needs. One parent commented that teachers 'know pupils as individuals'. However, very occasionally, in a small number of lessons, opportunities are missed to extend the learning of pupils even further, such as those who are most able.
- In the Early Years Foundation Stage, children make rapid progress because teachers continually assess what children already understand and can do. They very carefully plan next steps in learning through a range of highly stimulating activities. For example, in one lesson where teaching was outstanding, children accessed a farm shop as part of the outdoor environment. The teacher interacted and supported the group very effectively, so that each individual child made rapid progress in their mathematical development.
- The teaching of phonics in the Early Years Foundation Stage and Key Stage 1 is systematic and brisk. Pupils' knowledge quickly develops because all adults involved are highly skilled.
- The presentation of pupils' work is impeccable, particularly in Key Stage 2. Pupils talk with great pride about this aspect of their work.
- Teachers mark pupils' work very constructively. Target setting is systematic and effective. As a result, pupils know exactly what to do to reach the next level.
- A very large majority of parents agree that the level of homework set by teachers is appropriate.

### **The behaviour and safety of pupils** are outstanding

- Pupils demonstrate exemplary attitudes to learning, even when other adults teach the class. Pupils confirm that behaviour in lessons is 'great!' and that their learning is never disrupted.
- Outside lessons, behaviour is outstanding. Parents agree. Pupils elect 'Value Champions' among their peers. Together, they generate the school's aims with the support of leaders. As a result, they are respectful, courteous and kind to one another.
- In the dining hall at lunchtime, older pupils volunteer to serve younger children their meals. On the playground, pupils were seen interacting harmoniously and confirmed that this is typically what happens.
- Pupils talk with great confidence about the types of bullying, including cyber-bullying. They are adamant that bullying is exceptionally rare and always dealt with. An overwhelming majority of parents agree.
- Pupils can confidently identify ways in which to avoid risk, including when using the Internet. They report feeling very safe.
- Attendance is consistently high for all groups of pupils, including the small number of pupils who are known to be eligible for the pupil premium.

### **The leadership and management** are outstanding

- The experienced headteacher, supported by the deputy headteacher, sets a very ambitious, clear vision for the school. Staff morale is very high and there is a strong commitment, at all levels, to improve the quality of teaching.
- Leaders are explicitly clear about what the school does well and what it needs to do to improve further. This is because they meticulously track the progress of individual pupils and check the quality of teaching robustly. This information is shared very effectively with teachers and clearly identifies where they need to adapt their teaching. As a result, teaching has excelled since the last inspection and is now outstanding.
- The outstanding achievement of all groups of pupils demonstrates the school's highly effective promotion of equal opportunities and tackling of any discrimination.
- The school uses the new primary sport funding to improve teaching of physical education by employing expert coaches to work alongside and support teachers in lessons. Leaders, including

governors, have developed a clear plan to measure its sustainable impact.

- The curriculum provides highly effective opportunities for learning and precisely meets the needs of all groups of pupils. Pupils' spiritual, moral, social and cultural development is exceptional. They enjoy a wonderful range of extra-curricular activities and have the opportunity to enrich their learning further through many visits, including residential stays for pupils in Years 5 and 6.
- Additional funding for the very small number of pupils who have special educational needs or are eligible for the pupil premium is allocated extremely effectively. Leaders precisely measure the impact of spending and ensure that there are no variances in these pupils' achievements with those of others.
- Almost all parents who were spoken to or completed the online questionnaire would recommend the school to another parent.
- Safeguarding arrangements meet statutory requirements and give no cause for concern.
- The local authority accurately identified the school as 'exemplary'. It provides appropriate light-touch support.
- **The governance of the school:**
  - Governors are an integral part of the school's outstanding leadership team. Collectively, they bring an excellent breadth of professional skills and expertise to the school. They have an exceptional understanding of data and visit classrooms regularly. As a result, they are well aware of how the school is performing and can accurately identify its strengths and development needs. Governors support and challenge leaders with great success. They can identify how additional funding such as the pupil premium is allocated and measure its impact closely. They ensure that teachers' pay, including that of the headteacher, is closely linked to their performance.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	117996
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	425944

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	158
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Deborah Potter
<b>Headteacher</b>	Ann Wilson
<b>Date of previous school inspection</b>	19 November 2008
<b>Telephone number</b>	01759 302061
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