

Otley The Whartons Primary School

The Whartons, Otley, West Yorkshire, LS21 2BS

Inspection dates 13–14 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils in Years 3 to 6 do not make as much progress as they could. Too few pupils, particularly the middle-ability pupils, make more than the progress that is expected of them. As result the standards that pupils reach are not yet high enough.
- The quality of teaching across the school is not consistently good or better.
- Pupils' understanding is not extended or deepened by probing questions and the pace of lessons sometimes slows so that pupils lose concentration.
- At times, teachers set targets which are not personalised to the needs of each pupil.
- Pupils are not always given the opportunity to respond to teachers' marking or to correct their mistakes.
- The outdoor play area in the Early Years Foundation Stage does not adequately support children's learning and development.
- Targets set out in the school development plan are not precise and measureable in order to show how well the school is bringing about improvements.
- Targets set for teachers to improve pupils' progress lack challenge.
- There are no formalised procedures in place to share good teaching practice across the school.

The school has the following strengths

- A new headteacher has recently been appointed who is relentless in her pursuit of improvement. She is ably supported by a highly committed governing body and staff. As a result of her leadership the school is beginning to improve.
- Pupils make good progress and achieve well in the Early Years Foundation Stage and at Key Stage 1.
- Initiatives recently introduced by the new headteacher have led to significant improvements in behaviour. Pupils feel safe and thoroughly enjoy coming to school.
- There is a wide range of after-school activities and trips which contribute significantly to pupils' spiritual, moral social and cultural development.

Information about this inspection

- Inspectors observed seven lessons, one of which was a joint observation with the headteacher. In addition, inspectors also observed a sports session delivered after school. They listened to pupils read in Years 1, 2 and 6. Pupils' books were also scrutinised.
- Meetings were held with pupils, members of the governing body, senior and middle leaders. A discussion with a representative of the local authority was held to hear her views about the school.
- Inspectors took account of 61 responses to the online questionnaire (Parent View). They also talked with parents, at the beginning of the day and at a meeting on day one of the inspection, to hear their views about the school. The views of 19 staff who completed questionnaires were also considered
- Inspectors observed the school's work and examined a number of documents including the school's self-evaluation form, the school development plan, monitoring files, minutes from governors' meetings and records relating to behaviour, attendance and safeguarding. They also looked at information that the school keeps on pupils' progress and achievement.
- The inspection team also observed pupils at the start of the school day, at morning play time, and during an assembly.

Inspection team

Sheila Iwaskow, Lead inspector

Additional Inspector

Eithne Proffitt

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- Most pupils are of White British Heritage. The proportion of pupils from minority ethnic groups is well below the national average. No pupils speak English as an additional language.
- The proportion of pupils supported by pupil premium funding (additional funding for pupils known to be eligible for free school meals, those looked after by the local authority and children of service families) is well below the national average.
- The proportion of pupils supported at school action is lower than the national average. The proportion supported at school action plus or with a statement of special education needs is above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- A new headteacher was appointed in September 2013. At the same time a new Chair and Deputy Chair of Governors were also appointed.

What does the school need to do to improve further?

- Improve the quality of teaching to consistently good or better and accelerate the progress of pupils, especially those of middle ability by:
 - ensuring that pupils' learning moves on at a brisk pace and their attention is always securely focussed on their work.
 - developing questioning skills to probe and deepen pupils' understanding
 - ensuring that pupils' targets are personalised to meet the learning needs of each individual
 - providing opportunities for pupils to respond to teachers' marking to move their learning forward and to correct their mistakes.
- Improve the leadership and management of the school further by:
 - ensuring that targets set out in the school development plan are precise and measurable to show clearly the impact of current initiatives
 - ensuring that teachers' performance-management targets relating to pupils' progress are challenging and that targets clearly set out the progress that pupils need to make year-on-year to make more than the progress that is expected of them in line with national expectations
 - implementing systematic procedures to share best teaching practice across the school.
- Improve provision and outcomes in the Early Years Foundation Stage by
 - developing the outdoor play area to ensure that it fully supports children in all areas of their learning and allows them to move freely between the indoor and outdoor play environment.

Inspection judgements

The achievement of pupils

requires improvement

- Published 2013 data shows that, taking into consideration their starting points, the proportion of pupils making the progress expected of them compares well with national figures. However, fewer pupils than nationally, particularly middle-ability pupils, make more than the progress that is expected of them. Because of this achievement requires improvement.
- Children have entered the Early Years Foundation Stage with skills that have fluctuated in recent years. However, in 2012, children started school with skills and knowledge below age-related expectations. Children made good progress, with 43% achieving a good level of development, and entered Year 1 well prepared for a Key Stage 1 curriculum.
- Good progress continues throughout Key Stage 1. By the end of Year 2, many pupils are achieving above-expected levels in reading and writing. Those achieving the higher levels in mathematics are broadly in line with the national average.
- Progress slows at Key Stage 2 with the least progress being made in Years 3 and 4. Accelerated progress in Years 5 and 6, alongside the good progress made at Key Stage 1, ensures that some lost ground is made up. By the end of Year 6 pupils are attaining the higher levels in reading and writing and overall are above the national average whilst broadly in line with the national average for mathematics.
- The more-able pupils are suitably challenged in all areas of their learning. In 2013, the number of pupils achieving the highest levels in writing and mathematics was above the national average.
- Phonics (the sounds that letters make) are taught well and pupils are able to apply their knowledge in reading and writing. As a result scores in the phonic screening tests have improved steadily and are well-above expected levels nationally.
- The headteacher and literacy leader are strongly focused on improving the progress that pupils make in their reading. Inspectors found that pupils of all ages are enthusiastic readers. They read frequently in school and at home. Parents come into school to support pupils with their reading. In addition, Year 6 pupils regularly read with younger pupils to ensure that a love of books is fostered throughout the school.
- Disabled pupils and those with special educational needs also make good progress and the impact of the new special educational needs coordinator is evident. Interventions are of good quality, ensuring that the individual needs of each pupil are met.
- Although only relating to a few pupils, pupil premium funding is used to provide a range of appropriate activities, such as small group work with teaching assistants, which is proving effective. Pupils eligible for the pupil premium funding are two terms behind their peers in mathematics, reading and writing, but this gap is narrowing. The school's use of this funding clearly demonstrates their commitment to equal opportunities for all.

The quality of teaching

requires improvement

- Inspectors saw no outstanding teaching during this inspection. Most teaching was judged as good with some requiring improvement. Current data shows that teaching over time required improvement. The quality of teaching is variable across year groups particularly at Key Stage 2. Not enough teaching is of a standard of good or better. This slows progress at Key Stage 2.
- A scrutiny of pupils' current workbooks shows that some year groups are making good progress, but this is inconsistent across the school.
- In the best lessons, teachers' use of questioning probes and deepens pupils' understanding, pupils are kept alert by a brisk pace and work is pitched to meet individual targets. However, such good practice is not yet the case throughout the school.
- Marking across the school is variable. Analysis of pupils' work shows that when marking is good

pupils are given clear guidance on how to improve their work and move their learning forward. However, pupils are not always given the opportunity to respond to teachers' marking or to correct errors in their work. Consequently, mistakes are being repeated.

- Much has been done recently to improve the quality of the learning environment. Displays are bright, interactive and support pupils' learning. Overall, resources in classrooms are of good quality. However, the outdoor play area in the Early Years Foundation Stage does not fully support all areas of the curriculum for this age or allow children to move freely between the indoor and outdoor environment.
- Teaching assistants are well deployed and work well alongside teachers to support pupils in their learning. They are adept at teasing out the very best from the pupils they support and ensuring that learning moves forward at a pace.
- Most teachers have good subject knowledge in literacy and numeracy and check on pupils' progress throughout the lesson.
- Homework is appropriate to the age and development of the child.

The behaviour and safety of pupils are good

- Standards of behaviour around the school are good. Pupils are polite and courteous towards adults and each other. They ensure that visitors to the school are made to feel very welcome.
- Behaviour in the classroom is similarly good and pupils have a positive attitude to learning. However, when the pace of a lesson slows pupils sometimes lose concentration and become distracted.
- Pupils feel safe at school and enjoy attending. They have a good awareness of the different types of bullying. Pupils state that instances of bullying at the school are rare and one pupil commented 'I don't feel threatened.' Any instances of bullying are dealt with effectively by staff at the school. Practising fire drills and being made aware of the dangers of the internet teaches pupils about keeping themselves safe.
- Pupils contribute to decision-making within the school, for example, as members of the school council. Working alongside the new headteacher, pupils have been instrumental in remodelling the behaviour management policy. As a result behaviour has improved significantly. As one pupil commented, 'Mrs Dickson has definitely made a change to the school, in a good way.'
- Over time attendance is consistently above national figures. Pupils arrive at school on time and the school works effectively with parents to offer support to ensure that pupils attend school regularly.

The leadership and management requires improvement

- Although she has only been in post for a very short time the new headteacher has very quickly obtained the unquestioning support and commitment of her staff and governing body. Typical comments from staff include, 'I am very excited to be working at this school this year.' and 'The new head has boosted the moral of the school. I enjoy coming in now.'
- Many new initiatives have recently been introduced, such as raising the profile of reading; however, it is still too early to assess the full impact of these changes. Although the school has the capacity to improve, at the time of this inspection leadership and management has been judged as requires improvement.
- The school development plan has recently been rewritten and shared with staff and governors. It is clearly focused on raising standards and improving the quality of teaching. However, the targets set are not precise or measurable in order to show how well the school is bringing about improvements. In addition, a structured approach to ensure that good teaching practice is shared with staff is not in place in order to improve further the quality of teaching.
- Performance-management systems are in place for teachers and support staff and the quality of teaching is monitored regularly. Teachers attend regular training to keep their knowledge and

skills up-to-date.

- Senior leaders ensure that pupils' progress is regularly monitored and checked. Targets are set for teachers relating to improving pupils' progress and achievement. However, they lack challenge: they do not accurately set out the progress that pupils must make year-on-year to make more than the progress that is expected of them in line with national expectations. Teachers pay is linked to the progress that pupils make.
- Middle leaders are passionate about the subjects that they lead. They have worked well together to develop a curriculum that promotes the learning of basic skills. Both the literacy and numeracy leaders recognise that more needs to be done in both subjects to improve pupils' progress and attainment.
- The range of enrichment activities provided is a real strength of the school and successfully promotes pupils' spiritual, moral, social and cultural development. There is a wide range of after-school activities for children to enjoy such as netball, gardening and drama clubs. Pupils make visits to places of interest such as Armley Mill in Leeds where they learn about what it was like to live in Victorian times. Pupils also take part in regular events to raise money for charity to help children in need.
- Parents are positive about all aspects of the school's work. They clearly appreciate the new headteacher, her approachability and open-door policy.
- The new primary school sport funding is being used to promote more competitive sport in school, provide additional training for staff to improve the quality of physical education lessons and buy large scale equipment. This should help promote children's well-being and physical development.
- Safeguarding arrangements meet statutory requirements.
- The new headteacher is being well supported by the local authority in bringing about improvements to the school.
- **The governance of the school:**
 - The newly appointed Chair and Deputy Chair of governors have a good understanding of the school's strengths and areas for development. They are very supportive of the new headteacher and offer her advice and challenge in equal measure. Governors are involved in checking the school's performance including analysing data that shows the progress and attainment for the different groups of pupils in the school. They have a good awareness of the quality of teaching and how good performance is rewarded. Finances are well managed and governors have a clear understanding of the allocation of funding for those eligible for the pupil premium and its impact. Governors undertake regular training to equip them to carry out their roles and responsibilities effectively.

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

Unique reference number	107881
Local authority	Leeds
Inspection number	430890

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair	Julie Cameron-Young
Headteacher	Julia Dickson
Date of previous school inspection	25 June 2012
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