



# Warter Church of England Primary School

Inspection Report

**Unique Reference Number** 117996  
**LEA** East Riding of Yorkshire  
**Inspection number** 280207  
**Inspection dates** 10 October 2005 to 11 October 2005  
**Reporting inspector** Lynne Read

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

<b>Type of school</b>	Primary	<b>School address</b>	Addlekel
<b>School category</b>	Foundation		Warter
<b>Age range of pupils</b>	4 to 11		York, East Riding of Yorkshire
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01759 302061
<b>Number on roll</b>	143	<b>Fax number</b>	01759 302274
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs H Stanford
<b>Date of previous inspection</b>	16 October 2000	<b>Headteacher</b>	Mr M Appleby

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 10 October 2005 - 11 October 2005	<b>Inspection number</b> 280207
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## Introduction

The inspection was carried out by one additional inspector.

## Description of the school

This is a small primary school in the village of Warter, close to York. Pupils come from a range of backgrounds and many travel considerable distances to attend. All are of white British heritage and speak English as their first language. When they enter the reception class, pupils' attainment is above average. The percentage of pupils who claim free school meals is lower than seen in most primary schools. The proportion of pupils who have learning difficulties is below average. In some year groups, pupil mobility is high. The school holds nationally recognised awards for promoting healthy lifestyles and respect for the environment.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

Warter Church of England Primary sees itself as a good school; the inspectors agree with this and have identified some outstanding features. It has a deservedly high reputation and provides good value for money. The school has particular strengths in the ways it cares for, guides and supports its pupils, which in turn nurtures their progress. Pupils' behaviour is outstanding as are their attitudes to learning. These two factors are reflected in the quality and high standard of work completed at school and at home. The headteacher very effectively leads the drive for excellence and is well supported by the senior managers. Teaching is good with outstanding elements. The school is aware of the need to widen the horizons of learning for the higher ability pupils, especially the older ones who are already working at the highest levels achievable for primary pupils. The high standards of provision and attainment seen at the last inspection have been maintained and good improvements made in the provision and attainment for information and communication technology (ICT) and in the creative arts. The capacity for further improvement is good.

### **What the school should do to improve further**

This school has some very talented pupils and has identified the need, especially for the older ones, to extend their learning experiences beyond the usual curriculum seen in primary schools.

## **Achievement and standards**

### **Grade: 2**

Standards are high and pupils achieve well. Those with learning difficulties make very good progress. Children have above average standards when they enter the reception class, although a significant proportion has weaknesses in social and communication skills. Children often make exceptional progress and the majority reach the expected learning goals. A good number exceed these goals by the time they are ready for Year 1.

In Years 1 and 2, pupils make good progress in the basic skills of reading, writing and mathematics. The results of national tests are consistently well above average. For pupils who complete all their junior years at the school, these high standards are maintained and pupils apply their well-developed skills in English, mathematics and ICT very effectively, leading to attainment in many subjects that is above average by the end of Year 6. More able pupils attain the highest levels, often well before the end of Year 6. Their skills of investigation, problem solving and personal study are excellent. The school is now looking for ways to further extend their considerable talents. Pupils who enter school part way through their education are helped to settle quickly and achieve well from their starting points.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding. Pupils love school and are enthusiastic about the extensive range of experiences provided for them. As a result, attendance is good. Behaviour is excellent and pupils have very good self-discipline. Spiritual, social, moral and cultural development is promoted very well. For example, there are many rewards for good work or actions, and interesting, collaborative activities that encourage social interaction. Thoughtful assembly themes, together with the promotion of environmental awareness help to develop a sense of spirituality.

Pupils influence decision making through their elected school council. They have a good understanding of the range of cultures in society and show good respect for beliefs that are different from their own. They are well aware of the benefits of healthy diets and exercise and consider lifestyle choices. Pupils help to decide how the school council's budget should be spent. This opportunity, together with good progress in the core skills, means they are well placed to secure a positive economic future for themselves. Pupils are actively involved in the village recycling scheme.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Teachers prepare their lessons carefully and ensure that pupils know what they are expected to learn. An innovative approach to timetabling means that pupils of different ages benefit from teachers' different specialist skills. Very interesting tasks challenge pupils' thinking so that they derive much pleasure from finding answers and solving problems. The older pupils are often so inspired that they voluntarily continue their studies at home. Information from the constant assessments of learning is used well to ensure that tasks match the needs of all pupils, including the increasing number of older, talented pupils. Teachers' comments in lessons and the marking of work show pupils how to extend their learning. Throughout school, teachers insist on high standards of work and presentation, and pupils respond very positively.

Teaching and learning in the reception class are outstanding. Here, and in Years 1 and 2, the teaching of sounds and letters underpins pupils' very good progress in reading and spelling. Well-informed teaching assistants provide good support for pupils who have learning difficulties so that they are able to benefit fully from all activities. Supportive parents ensure that homework is completed to a good standard and many of them volunteer to bring their skills into the classroom to enrich learning.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and provides an interesting range of lessons and outstanding additional activities. There are good opportunities for pupils to apply their skills in English, mathematics and ICT in lessons. This leads to well-developed skills of research and independent study. The school has identified the need to inject different teaching styles and supplementary studies for the more able, and inspection findings agree. The curriculum for those pupils with learning difficulties is well planned to meet individual needs.

Provision in the reception class is outstanding. Children become independent learners because there is an exciting range of free choice and directed activities. Language skills are exceptionally well developed, especially through adult intervention in role play sessions.

The enrichment programme includes specialist teaching, visits, visitors and out-of-school activities. It provides outstanding opportunities for pupils to develop their talents and interests.

## **Care, guidance and support**

### **Grade: 1**

The school provides outstanding care and protection for its pupils, enabling them to be happy and confident learners. Child protection procedures are firmly established. Parents strongly endorse and appreciate the standard of care. They commend the school's success in acquiring expert support for pupils with medical concerns or learning difficulties. Pupils trust their teachers and this underpins the excellent relationships seen. A system of rewards for good work or kind deeds is central to the good behaviour management strategy which promotes outstanding personal development. Pupils say they feel safe and report only very rarely incidents of unpleasantness.

Guidance is very good. Pupils' attainment is carefully tracked to ensure that all are making good progress. New pupils are assessed and slotted in at the correct level of challenge. This system of tracking ensures that high standards are maintained and provides early identification of talented pupils who require extension activities. Teacher and pupil together discuss and decide upon learning targets so they are fully understood. Older pupils are encouraged to assess their own work before discussing it with a teacher. This is helping them to be critical analysts, to set their own challenging goals and to take responsibility for their own learning.

## **Leadership and management**

### **Grade: 2**

The headteacher provides outstanding leadership based firmly on high achievement. Staff work enthusiastically to ensure that pupils have equal access to all activities. The school knows its strengths and accurately identifies where there is a need for improvement. This is done very effectively through an annual cycle of checking and

evaluating provision and by gathering the views of parents and pupils: recent improvements in writing resulted from this process. Management is successful in seeking additional funding from grants and securing the skills of outside professionals such as sports coaches and artists. This extra provision of resources and skills adds considerably to the overall quality of provision. Governors understand the strengths of the school well and take a good, active role in the process of planning for improvement. Very good forward planning enables the school to cope with issues such as fluctuating numbers and staff changes without compromising the quality of education provided. All statutory requirements are met.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

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12 October, 2005

Dear Pupils,

Thank you for the cheery welcome you gave me when I recently visited your school. The conversations that I had with groups and individuals were very interesting and I enjoyed watching you at work.

There are lots of things I like about your good school. Some of them are:

you enjoy the interesting lessons that your teachers plan for you, work very hard and make good progress

you behave exceptionally well, are polite and friendly and have lovely smiles

you take good advantage of the many out-of-school activities on offer

your teachers take great care to keep you safe, happy and healthy

you have an exciting school with a very good range of books and equipment

you contribute well to the running of the school through your council members and have managed to secure a donation from a local bank. Well done!

Your teachers are investigating some new styles for presenting lessons and searching out some new and unusual topics for learning that will stretch your abilities even further! I agree that this is a good thing to do since you enjoy new challenges.

Thank you once again for helping me so much with the inspection. I hope that you will continue to work hard, enjoy your lessons and to make Warter Church of England School a super place to be.

Yours sincerely,

Mrs L ReadInspector

Annex B