

# Otley the Whartons Primary School

The Whartons, Otley, West Yorkshire, LS21 2BS

## Inspection dates

7–8 July 2015

| Overall effectiveness          | Previous inspection: | Requires improvement        | 3        |
|--------------------------------|----------------------|-----------------------------|----------|
|                                | This inspection:     | <b>Requires improvement</b> | <b>3</b> |
| Leadership and management      |                      | Requires improvement        | 3        |
| Behaviour and safety of pupils |                      | Requires improvement        | 3        |
| Quality of teaching            |                      | Requires improvement        | 3        |
| Achievement of pupils          |                      | Requires improvement        | 3        |
| Early years provision          |                      | Requires improvement        | 3        |

## Summary of key findings for parents and pupils

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

- The progress pupils make is not consistently good in every class and every subject. In the 2015 tests and assessments, pupils have not made better-than-expected progress in writing at the end of Year 2 and reading at the end of Year 6.
- The work teachers set is not always appropriately matched to pupils' abilities. The most able pupils are not always challenged sufficiently.
- Disadvantaged pupils supported through the pupil premium do not always make the same rate of progress as their classmates.
- Teaching has not been strong enough over time to secure consistently good progress for all pupils.
- Teachers' assessments of pupils' progress and achievement are not always accurate and reliable to inform subsequent planning effectively.
- Occasionally, where teaching does not hold pupils' interest or challenge them sufficiently, a few go off task, interrupt learning and so do not always achieve well.
- Provision for children in the early years requires improvement. Children are not challenged sufficiently, particularly in their reading, writing and numeracy skills.
- Support and monitoring of teaching by leaders have been hampered by the high number of staff changes since the last inspection and have not had enough impact on improving teaching and pupils' achievement.
- Middle leaders, including subject leaders, are not sufficiently involved in monitoring teaching and learning in their areas of responsibility to secure good achievement for all pupils.
- Governors do not check closely enough that the information they receive from school leaders about pupils' progress and the quality of teaching is accurate, nor do they check that the actions leaders are taking to make improvements have the required impact.

### The school has the following strengths

- Under the headteacher's strong leadership, recent improvements in teaching have started to accelerate pupils' progress in some classes.
- Good teamwork and more stability in staffing have resulted in more pupils making good progress this year, particularly in mathematics. The school is well placed to move forward effectively.
- The personal and social needs of pupils are generally met well and pupils are becoming more resilient. There is generally a positive culture in the school and most pupils behave well and enjoy learning.
- Pupils feel safe in school and have considerable confidence in the adults who look after them.
- Teaching assistants make a valuable contribution to supporting pupils' welfare and learning.
- Teachers' marking of pupils' work provides them with clear guidance as to how to improve further. Most pupils respond well, so their work improves.
- Pupils' attendance is above average. Most attend regularly because they like being at school.

Information about this inspection

- The inspectors observed teaching throughout the school; a number of observations were carried out jointly with the headteacher. In addition, the inspectors scrutinised pupils’ workbooks and listened to them read.
- Meetings were held with pupils, the Chair of the Governing Body and two other governors, the headteacher, senior and middle leaders and subject leaders. The inspectors also had meetings with a representative from the local authority.
- The inspectors observed the school’s work and looked at a number of documents, including the school’s evaluation of its own performance, information on current pupils’ progress, and planning and monitoring documentation. Inspectors scrutinised the spending of funding for disadvantaged pupils and primary school sport funding. Records relating to behaviour and attendance, as well as documents relating to safeguarding, were also taken into consideration.
- The inspectors considered the 97 responses to the online questionnaire (Parent View). Inspectors also considered the views of a number of parents spoken with during the inspection.
- The inspectors also took account of the 22 responses to Ofsted’s staff questionnaires and talked to staff during the inspection about their views of the school.

Inspection team

|                                   |                      |
|-----------------------------------|----------------------|
| Rajinder Harrison, Lead inspector | Additional Inspector |
| Lynda Florence                    | Additional Inspector |

## Full report

### Information about this school

- This is a smaller-than-average primary school.
- Almost all pupils are of White British heritage, with the remaining few being from a range of minority ethnic backgrounds. No pupils speak English as an additional language.
- Children in the early years attend full time in the Reception class.
- The proportion of disabled pupils and those who have special educational needs is well below the national average.
- The proportion of pupils supported by the pupil premium is below average. This is additional government funding to support pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The school does not use any alternative provision.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics, by the end of Year 6.
- The school has had a very high number of staff changes since its previous inspection, including the appointment of a new deputy headteacher in September 2014.

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

- Establish good or better teaching throughout the school in order to strengthen pupils' achievements and progress, by ensuring that:
  - teachers check more carefully how well pupils are progressing and plan work that builds successfully on what pupils have already achieved
  - teachers check that pupils' basic skills in literacy and numeracy are secure and that they apply these accurately and confidently in all their work
  - teachers set the right level of challenge for all pupils, but particularly the most able
  - teachers have higher expectations of all pupils, particularly in their behaviour and effort
  - disadvantaged pupils have timely and effective support and guidance to achieve as well as their classmates throughout the school
  - children in the early years have activities that engage and challenge them sufficiently, particularly in their reading, writing and number skills.
- Improve the effectiveness of leadership and management by ensuring that:
  - teachers' assessments to inform the planning of the work pupils do are wholly accurate and reliable
  - leaders monitor teaching more rigorously so that it is consistently of high quality and that all pupils make good progress in every class and every subject
  - middle leaders, including subject leaders, are more effectively involved in monitoring the quality of teaching and learning in their areas of responsibility
  - school leaders hold teachers to account for the progress all groups of pupils make in their classes
  - governors are more rigorous in the scrutiny of the information they receive from school leaders, and more effective in challenging senior leaders about pupils' achievement and the quality of teaching
  - the funds designated to support disadvantaged pupils have the impact they should in ensuring these pupils achieve as well as others in the school and other pupils nationally.

An external review of governance should be undertaken in order to assess how governance can be strengthened to bring about rapid school improvement.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management

### require improvement

- Leadership and management require improvement because, owing to ongoing staff changes, senior leaders have not been able to tackle successfully weaknesses in the quality of teaching in some classes. Teaching is not consistently good enough to enable all groups of pupils to achieve well.
- The school has experienced a very high number of staff changes since the previous inspection. This has not helped the headteacher make the improvements necessary to secure good progress in every class. She has tried hard to establish and sustain school improvement single-handedly. The appointment of key staff, including a deputy headteacher this year, has now strengthened leadership but some leaders have not been in post long enough to have had sufficient impact on school improvement.
- Middle leaders, including subject leaders, are not sufficiently involved in monitoring the quality of teaching and learning in their areas of responsibility and securing good improvement.
- Leadership of the early years requires improvement. Children are not achieving as well as they could because they are not challenged sufficiently, particularly in their literacy and numeracy skills.
- Pupils' progress has accelerated this year but good practice is not embedded in all classes, particularly in the quality of teaching. While leaders have tackled some recommendations raised in the last inspection report and an increasing number of pupils are making good progress, improvement in the early years has not been effective in raising children's achievement. The monitoring of teaching and learning by all leaders is not rigorous enough to ensure all pupils achieve well.
- Although aspects of the school's work are getting better, improvement is not quick enough to secure good achievement and higher attainment in all subjects, particularly for the most able.
- Leaders ensure that equality of opportunity is promoted well by fostering good relations and eliminating any form of discrimination, including the use of racist language. However, equality of opportunity is not evident in the provision for the most able pupils who are not always challenged sufficiently, disadvantaged pupils who continue to lag behind their classmates and children in the early years making no more than expected progress.
- Senior leaders monitor pupils' progress each half term and record assessment data so that pupils who may be at risk of falling behind are identified early. However, they do not check closely enough that teachers' assessments are always entirely accurate to inform subsequent planning effectively. As a result, the work pupils do is not always accurately matched to their needs and abilities.
- School leaders set pupils progress targets that are appropriately challenging. Teachers' pay is linked to the progress pupils make in their classes but, over time, some pupils have not always had the quality of teaching they needed to achieve well. These pupils have been catching up on lost ground this year, and while most have done so successfully, they have not all made the progress they should have from their starting points. This is particularly so for some of the disadvantaged pupils, who find learning difficult.
- Staff have good access to training and support. However, the impact of this training and support has not been consistently effective to secure overall good teaching. There are inconsistencies in teachers' planning, assessment and the expectations of effective learning behaviours. For example, the teaching of phonics is of variable quality and basic skills in literacy and numeracy are not always suitably reinforced when pupils work independently. As a result, less-confident pupils make errors in their spelling, grammar, punctuation and in their calculation skills when solving problems.
- Leaders have introduced the national changes to assessment. More training is planned to help teachers apply the new procedures accurately to help pupils build successfully on what they can already do.
- The curriculum is well focused on developing pupils' basic skills in literacy and numeracy. Pupils enjoy opportunities to extend their knowledge and skills through topics and projects, for example on Black history and environmental issues where they apply their literacy and numeracy skills. The curriculum includes a good range of additional activities including gardening, residential visits and events such as 'Otley in Bloom', to extend pupils' experiences and enrich their learning.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils are encouraged to aim high in their aspirations, to be resilient when they find work difficult and to always try to achieve their best. They are encouraged to reflect on their actions, think about the impact they have on others as they build friendships and learn to be tolerant of other cultures, traditions and faiths. Most pupils conduct themselves well and enjoy being part of the school community.
- The school is reasonably effective in promoting pupils' understanding of British values. Pupils have voted for house captains, discussed the general election in May, and know that school rules are designed to ensure the school operates smoothly. By working collaboratively in lessons, pupils learn that they have a responsibility to others. All these activities help them prepare well for life in modern British society.

- The pupil premium funding is not used as effectively as it might be to ensure disadvantaged pupils achieve well in their learning and personal development. The attendance among this group of pupils is below average. Leadership and management of the provision for these pupils require improvement.
- Disabled pupils and those who have special educational needs make similar rates of progress to their classmates. These require improvement because the support these pupils receive is not consistently good. The new leader has established tighter systems to monitor the progress of these pupils and, as a result, pupils are making better progress. Parents are positive about the way the school involves them if issues arise and how it supports these pupils.
- The additional funding for sport in primary schools is used effectively to increase the opportunities pupils have to enjoy physical activities and join numerous clubs including football, netball, cricket and outdoor pursuits. Participation levels have risen in competitive sports and after-school clubs.
- As a newly appointed headteacher at the time of the previous inspection, the headteacher did not receive sufficient support to make improvements more rapidly and effectively. However, the local authority has provided a reasonable level of support to the school by undertaking observations of teaching, review of assessment data and professional development for staff and governors.
- The headteacher is ambitious for the school and its pupils, as are staff and governors. There is a strong commitment to raise achievement. Effective teamwork has raised staff morale, thus creating a more positive ethos in the school. Parents praise the recent improvements and say that their children are enjoying school more this year than previously. With more stability in staffing now, the school is well placed to improve rapidly.
- Safeguarding procedures meet current requirements and are effective. The school takes good care of pupils, with staff being particularly attentive to those who have social and emotional difficulties. Concerns are followed up appropriately, with external agencies involved where necessary.
- **The governance of the school:**
  - Governors have worked hard to support the headteacher in a year where there have been considerable challenges, not least in recruiting new staff. Governors are very committed to the school and say they are involved because, in their words, 'We care'. They have supported the headteacher's drive to eradicate inadequate teaching and secured new appointments to strengthen leadership and improve the quality of teaching. They are well informed about assessment data and how to question the progress of different groups of pupils. However, they have not always scrutinised the information they have received from the school closely enough to challenge leaders more effectively about pupils' progress and the quality of teaching, nor do they question sufficiently the effectiveness of the actions leaders are taking to raise achievement. Governors are involved in decisions regarding teachers' pay. They have set teachers challenging targets for pupils' progress and teachers know that pay awards will only be made where the targets have been met successfully; this includes the targets they set the headteacher.
  - Governors have made good use of the primary school sport funding; they know the impact this has had on pupils' achievement and their health and well-being. They are not sufficiently informed about the impact of the funding for disadvantaged pupils to ensure that these pupils achieve well.

## The behaviour and safety of pupils

## require improvement

### Behaviour

- The behaviour of pupils requires improvement. Most pupils generally behave well in lessons and have increasingly positive attitudes to learning. However, on occasions where teaching does not hold their interest or challenge them sufficiently, a few become distracted, start to chat and fuss, and achieve little.
- Leaders have a good awareness of the challenges a few pupils present in their behaviour and additional staff intervene to support individual needs effectively. Occasionally, while staff generally manage behaviour well, low-level disruptions interrupt the learning of others and this impedes overall progress.
- Pupils understand the school's rules for good behaviour and the sanctions if lapses occur. Typically, the conduct of most pupils is good in and around the school. Pupils say that disagreements do arise but are usually resolved quickly because staff intervene promptly.
- Pupils are friendly, polite and kind. Most treat each other and adults with respect. Older pupils mix well with younger ones, particularly at lunchtimes and in the breakfast club that provides pupils with a healthy start to the day and sociable time together. Pupils cooperate well at playtimes when they play games, share sports equipment and take turns sensibly. The school's work to develop pupils' personal skills is having a positive impact on pupils' behaviour and relationships throughout the school. As some pupils explained, 'You should always be kind to others because you might need them to help you one day.'
- The vast majority of parents who responded to the questionnaire believe that behaviour is good and

promoted well.

## Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and valued at school because staff take good care of them. They know that they can go to any adult in the school if they are worried or upset about anything.
- The school is vigilant in its efforts to keep pupils safe and leaders liaise with other agencies when issues arise. While such incidents are followed up effectively, exchanges between the school and other agencies are not always documented sufficiently well.
- Pupils know how to keep themselves safe in and out of school in most situations. They are less clear about the dangers posed by social network sites and cyber bullying, although they say that they heard about these in the media and in school.
- They understand that bullying can take many forms, including name calling and physical bullying. They say that it never happens in the school but that pupils do sometimes call each other names; however, teachers put a stop to it straight away. 'Calling people names is unkind and hurtful,' they explained, 'and you wouldn't like it if it was you'.
- Pupils say they like coming to school. The attendance of most pupils is good and most arrive punctually.
- All parents who responded to the questionnaire or spoke with inspectors agree that the school keeps their children safe and that pupils are well looked after.

## The quality of teaching

### requires improvement

- The quality of teaching requires improvement as its impact on learning and achievement, including in literacy, reading and mathematics is not consistently good. There are variabilities in the quality of planning, the accuracy of teachers' assessments and the effectiveness of learning behaviours in some classes and for some groups of pupils.
- The high number of staff changes since the previous inspection has not helped the school sustain improvement in teaching. Some teachers have not been at the school long enough to have benefited from the support and training others have had to ensure consistency in planning for pupils of all abilities from year to year. Hence gaps in pupils' learning have not been addressed quickly enough to secure good achievement.
- Some teachers' subject knowledge is not strong enough to challenge pupils appropriately, particularly the most able who are capable of achieving more. Teachers' expectations of all pupils are generally not high enough. There are occasions where pupils in successive classes have completed the same work at no higher a level because teachers' planning has not taken account of what pupils achieved previously.
- While most teachers' assessments of pupils' achievements are accurate and reliable, there are examples, particularly in reading and writing, where assessments are less secure. This results in pupils not always having the right level of work next time to extend their learning more effectively.
- The work teachers set is sometimes too easy for some, particularly the most able, who complete it quickly and then are not always given further, more challenging work to do. On occasions, pupils of all abilities start with the same work and only move to harder work when this is completed. This lack of challenge results in a few pupils losing interest, working carelessly and not making sufficient progress.
- In most cases when pupils' attention drifts, teachers act quickly to increase the challenge. However, occasionally, such incidents escalate into low-level disruptions that distract others, interrupt the flow of learning and time is lost as teachers manage the behaviour of the few who are off task.
- Most teachers check that pupils understand their learning through probing questions but occasionally teachers move on too quickly, leaving some pupils unclear as to what is expected of them.
- Where learning is the most effective, teachers plan work that builds securely on what pupils can already do. For example, in a literacy lesson in Year 5, pupils considered the pros and cons of having mobile phones in school. The subject was one that pupils of all abilities could relate to and this resulted in very animated discussions where the powers of persuasion relied heavily on pupils' ability to select the right vocabulary to make their point. Pupils argued confidently because they were keen to win the debate.
- Most pupils read regularly and so standards in reading are rising. The teaching of phonics (the sounds letters make) is established early and most pupils read well by the end of Year 2. Older pupils are secure in their technical skills to read accurately, but occasionally a few struggle to interpret fully what they have read to make better sense of the text.
- The increased focus on improving pupils' writing skills since the previous inspection has been effective in



raising standards, particularly when pupils write at length on their own. However, while pupils learn phonics well to support their reading, they do not always apply this knowledge effectively to spell words accurately. Similarly, while they learn the basics of grammar, punctuation and good handwriting in their literacy lessons, a few make frequent errors that detract from the quality of the writing they produce.

- Improvements in developing pupils' calculation skills systematically are helping more pupils make better progress. However, pupils who have gaps in their learning from previous teaching are not always secure, for example in their understanding of number bonds or rapid recall of multiplication tables, and so find it difficult to work accurately when tackling written problems.
- Teachers' marking is often good, with teachers making sure pupils read and respond to the comments before starting new work. Occasionally, for example in spelling and punctuation, errors are overlooked and pupils continue to make the same mistakes repeatedly.
- Well-trained teaching assistants make a valuable contribution to pupils' learning. They are particularly effective in supporting individual pupils and small groups who need specific help with their learning or present challenging behaviour. Occasionally, teachers do not deploy them well enough during their introductions to maximise their impact on learning for more pupils.

### The achievement of pupils

### requires improvement

- Pupils' achievement is not consistently good in every class and every subject. Weaknesses in previous teaching and continued changes in staffing have resulted in pupils in some classes not making the progress they should have in the past. Some have caught up to where they should be this year, because more of the teaching is now good.
- In 2014, the results of the assessments and tests in reading, writing and mathematics showed little improvement on those in 2013. While standards overall were a little above average at the end of Year 2 and Year 6, there was some variation between subjects. Pupils at the end of Year 6, in 2014, made expected progress based on their performance when they were in Year 2. The number of pupils attaining the expected levels in the Year 1 phonics check was well above average. The number of pupils attaining good levels of development at the end of the early years was above average but none exceeded these levels.
- Results in 2015 appear to be very similar again at the end of Reception and Year 2, although there is a dip in writing in Year 2, with fewer pupils attaining the higher Level 3. While pupils in Year 6 have attained above-average standards in writing and mathematics this year, standards in reading are not as high. Pupils have made expected rather than good progress in reading.
- In 2014, the attainment of disadvantaged pupils in Year 6 pupils was almost in line with their classmates and with other pupils nationally in reading, writing and mathematics, being less than a term behind. However, based on their prior attainment at the end of Year 2, these pupils did not make enough progress across Key Stage 2. Generally, disadvantaged pupils are not making the same rates of progress as their classmates in the school or other pupils nationally. This is because their progress is not monitored sufficiently carefully to ensure that they receive the support they need to achieve well. The performance gaps between disadvantaged pupils and others in the school are not closing quickly enough.
- The most able pupils do not always achieve as well as they could because they are not challenged sufficiently. Recent improvements in teaching show that when appropriately challenged, these pupils achieve well. An increased number in the current Year 6 are working at the higher Level 5 in writing and mathematics.
- The teaching of reading is not consistently good. Phonics is taught effectively in the early years and Key Stage 1 and pupils are keen to read. They are confident in a range of strategies to develop their reading and they read regularly at school and at home. While pupils continue to read regularly in Key Stage 2, they do not always interpret texts well enough to fully understand what they have read to achieve well.
- Pupils' progress in writing has improved this year because it has been high priority since the previous inspection. Effective training for staff has raised their expectations of what pupils can achieve, particularly when they write about subjects that interest them. For example, pupils in Key Stage 2 have written in-depth accounts of the achievements of Nelson Mandela and Rosa Parks in their work on Black history. Pupils write regularly in literacy and other subjects. This increased practice extends their skills effectively. Basic errors in spelling, punctuation and grammar detract from higher quality work in some cases.
- Most pupils make good progress in mathematics, but inconsistencies in the way teachers develop pupils' number skills result in pupils not always being confident in applying number bonds accurately, for example when solving problems that involve fractions or decimals. This results in pupils making guesses rather than thinking systematically and applying, for example, their knowledge of multiplication tables to speed

their learning. Occasionally, pupils do not have the most appropriate resources to support their learning and this slows their progress.

- Disabled pupils and those who have special educational needs make variable progress from their starting points. Where they are supported well and work is accurately matched to their individual needs, they make good progress. The new leader has established tighter systems to check the progress these pupils make so that additional support is allocated quickly to help them achieve well.

### The early years provision

### requires improvement

- Children start in the early years with knowledge and skills that are typical for their age. They do not make good progress because the quality of the teaching requires improvement. Staff do not provide the quality and range of activities for children to learn and discover in a way that effectively develops their knowledge and skills to help them achieve more.
- At the end of their Reception year, the vast majority of children attain good levels of development and are appropriately prepared for Year 1. Very few children exceed these levels because teachers' expectations are not high enough, particularly in reading, writing and numeracy. The most able children are not challenged sufficiently.
- Leaders keep comprehensive records of children's attainment and progress. These include examples of children's work, photographs that explain what children are learning and how successfully. However, these assessments are not always used to inform subsequent planning to secure higher achievement. Hence leadership of the early years requires improvement.
- On occasions, staff make limited use of the available resources to build effectively on what children know and can already do successfully. Activities are not always structured well enough for children to continue extending their learning on their own, particularly in reading, writing and numeracy.
- The outdoor area attracts children because it is spacious, allowing them to play freely and be inventive, for example in the mud kitchen, making pies for dinner for the worms. However, opportunities are missed to intervene sufficiently in children's play to help them develop their ideas further and extend their skills.
- The teaching of phonics requires improvement. Many children are confident in their knowledge of letters and sounds but time is sometimes spent with all children doing the same activity. These results in some children becoming bored and disinterested because they are ready to move on to harder work but have to wait for others who still need to master this learning. The restless and inattentive behaviour of a few is not always managed sufficiently well and distracts other children.
- Children make good progress in their personal, social and emotional development. They play happily together, inventing their own stories and games – for example, listing the items they want to buy for their pizzas, including, as one child explained, 'olives and anchovies and peppers because they are my favourites'.
- Children are keen to write. They apply their phonics eagerly to write their shopping lists. Others enjoy counting how many stars they can cut from the play dough if they roll it thinly and how many slices they can get out of their 'pizzas'. Their love of learning is particularly evident when they organise their own play, read to themselves or painstakingly construct models, seeking help by asking others politely, 'Please can you hold this so I can stick this.'
- Children are kept safe and form trusting relationships. They enjoy the company of their classmates and the adults that work with them. They are happy to work on their own and equally content to work with others. They play safely and sensibly and look after each other, for example, by helping others dress to play out in the rain.
- The school has established good links with home and induction days ensure new children settle quickly. Parents are very happy that their children like school and enjoy learning.



## 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       | 464897 |

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 | 204  |
| Appropriate authority               | The governing body   |
| Chair                               | Julie Cameron-Young  |
| Headteacher                         | Julia Dickson  |
| Date of previous school inspection  | 13 November 2013   |
| Telephone number                    | 01943 465 018  |
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