

# Warninglid Primary School

## Inspection report

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<b>Unique Reference Number</b>	125936
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	359968
<b>Inspection dates</b>	16–17 February 2011
<b>Reporting inspector</b>	Melanie Knowles HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	66
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ken Turnbull
<b>Headteacher</b>	Verena Powell
<b>Date of previous school inspection</b>	11 December 2007
<b>School address</b>	Slaugham Lane Warninglid, Haywards Heath Warninglid RH17 5TJ
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Seven lessons were observed, taught by four teachers. The lead inspector also visited a small group support session. Meetings were held with senior leaders, members of the governing body and pupils. Inspectors observed the school's work, and looked at relevant documentation including data on pupils' attainment, progress and attendance, evidence of the school's monitoring and lesson plans. Inspectors considered the 39 responses to parents' and carers' questionnaires returned during the inspection. They also analysed questionnaires completed by pupils in Key Stage 2 and members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The accuracy of the school's assessment of current attainment and progress across subjects and for different groups of pupils.
- The quality of teaching and how well this helps pupils of different ages and abilities to learn and progress.
- How well leaders and managers at all levels contribute to raising standards, driving improvement and embedding ambition.

## Information about the school

Warninglid Primary School is a small rural school situated between the villages of Slaugham and Warninglid. The majority of pupils come from outside these villages. At present, almost all pupils are White British and the proportion of pupils known to be eligible for free school meals is very low. The school has a high proportion of pupils who join and leave the school at different times during the school year which means the school's pupil population is not as stable as is usually seen nationally. The proportion of pupils with special educational needs and/or disabilities is average and there are no pupils with a statement of special educational needs. Pupils are taught in three mixed-age classes: Reception, Years 1 and 2; Years 3 and 4; and Years 5 and 6. The headteacher was new in post in January 2009. A new Chair of the Governing Body has been appointed since the last inspection.

The school gained the Eco-schools Silver award, the gold Sportsmark and the foundation level International Schools Award in 2010.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Warninglid Primary School is a satisfactory school where pupils are making sound progress in their work and enjoying the broad range of experiences the curriculum provides. Since the last inspection a new headteacher has joined the school and some significant changes have been made. Pupils are clearly benefiting from these initiatives. However, several of the developments are not fully embedded in teachers' practice, so the outcomes are satisfactory rather than good at present.

Although the small size of the school presents challenges with regard to space, mixed-age groups in every class and a small number of teachers to share all the subject leadership responsibilities, the school makes good use of its partnerships with other schools and organisations. Partnerships, particularly those with other schools, bring sporting and cultural opportunities for pupils and ensure that school leaders and teachers are able to work collaboratively with colleagues in other schools in the local area. As one parent wrote, 'There are few opportunities available to much larger schools which are not offered at Warninglid.'

The school provides a good level of care, guidance and support for pupils and this helps them to feel safe, valued and respected. Pupils develop a good sense of right and wrong and are keen to help in school as monitors, school councillors and eco-team members. Pupils have a good understanding of how to keep themselves safe and healthy and are kind and respectful to adults and to each other. Pupils say they are happy and enjoy school and this is clear from their good behaviour in lessons, good punctuality and above average levels of attendance.

Children get off to a good start in Reception and their knowledge and skills are in line with the nationally expected goals by the end of the year, with some achieving beyond them. Throughout Key Stage 1 and by the end of Year 6, pupils attain average standards overall. This represents satisfactory progress. The relatively small proportion of pupils with special educational needs and/or disabilities also make satisfactory progress overall.

Pupils' attainment in reading is consistently above average by the end of Year 6 and, overall, progress in this area is good. However, progress is less secure in writing and mathematics and some pupils do not make enough progress year on year. The school is addressing this issue by reviewing pupils' progress mid-way through the academic year and analysing these assessments to see where there are gaps in learning. However, teachers are not yet using this information sharply enough to plan work that is pitched at an appropriate level to meet the needs of all pupils. In lessons, teachers do not inform pupils how they can achieve the learning objective of the lesson and be successful in their learning.

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'Learning Talk Diaries' encourage pupils to reflect on their learning each term and consider what they need to do to improve. Short term 'Rainbow Step' targets are used effectively in Key Stage 1 and pupils are clear about what their next steps in learning are, but the use of targets is not yet fully embedded in the two other classes.

Self-evaluation is broadly accurate and senior leaders and governors have a good understanding of what the school needs to do to improve further. School improvement planning has led to clear priorities, but targets do not have measurable outcomes that can be monitored and evaluated. Similarly, systems for tracking pupils' progress and monitoring teaching are in place, but these are not sufficiently robust. As a result, improvements in the quality of teaching and rates of pupils' progress have been satisfactory, rather than good. Consequently, the school's capacity to sustain improvement is also satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve rates of progress, particularly in writing and mathematics, by:
  - making sharper use of data and assessment information to provide the right levels of challenge for all pupils in lessons
  - ensuring that teachers share clear criteria with pupils so that they can judge their own success in lessons
  - embedding the use of targets so that all parents, carers and pupils know what the next steps in learning are.
- Improve the proportion of teaching that is consistently good or better by:
  - making sure that good practice is shared and built on across the school
  - ensuring that the areas for improvement that are identified in monitoring are followed up and acted upon promptly.
- Ensure that leaders and managers accelerate change by:
  - sharpening the use of data to check the progress of all pupils term by term
  - developing improvement plans that have specific, measurable targets linked to outcomes for pupils. ♦

**Outcomes for individuals and groups of pupils****3**

Learning and progress in lessons are satisfactory and sometimes good. However, they are not yet consistently good enough to raise attainment for all pupils. Work in lessons and in books shows that most pupils are making satisfactory progress in English, mathematics and science and they take pride in their achievements. The school has correctly identified that progress in writing is not as good as in reading and has put strategies in place to address this. Progress in mathematics for the oldest pupils in the school improved in 2010, but current tracking data indicate that pupils are not making consistently good progress in this subject across the school. Pupils' spiritual and moral development is good. These aspects of their development are well supported by the curriculum, whole-school

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assemblies and visitors to the school, such as a local church group that visits each month to introduce pupils to the culture and traditions of other countries.

Pupils enjoy their work and contribute well to the local community as well as to helping their school to improve. They have a strong voice through the school council which has contributed to pupils' well-being by carrying out risk assessments around the school and finding out where their peers feel safe and unsafe. Pupils have a good understanding of how to stay safe and are very aware of the risks posed by the internet. They have a good understanding of how to live healthy lives and engage in plenty of exercise at playtimes. The school has recently been awarded the Eco- Schools Silver award and pupils have a good understanding of sustainable development. Pupils were anxious to inform inspectors that this was 'switch off fortnight'.

Pupils develop good work-related skills and are confident in the use of information and communication technology. Working in mixed-age classes has a positive effect on their tolerance and understanding of differing abilities and levels of maturity. Pupils show that they can work purposefully on their own or in collaboration with others and they cooperate well on planning tasks and sharing resources. For example, in a Years 5/6 science lesson pupils were working in mixed groups investigating shadows. They organised themselves to carry out the test and supported each other to develop hypotheses as to why the shape of the shadow changed when the position of the light source was moved.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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## How effective is the provision?

Throughout the school there are good features in teaching. Teachers work hard to make learning fun. For example, in the Years 3/4 class pupils were learning about life in Victorian workhouses and the teacher invited one of the pupils to take on the role of a workhouse child while the others were asked to present him with arguments as to whether he should run away from the workhouse or stay put.

Teachers all make good use of whiteboard technology to enhance learning and have secure subject knowledge. There are, however, weaknesses in the way teachers offer guidance to pupils and in their response to tracking information. Lesson planning varies in detail and effectiveness. The best is characterised by imaginative use of resources, clear learning objectives and key questions that the teacher wants to ask to ensure that pupils of different abilities are fully involved in all parts of the lesson. The support of teaching assistants is well focused when they are supporting individual learners or small groups, but is less so in whole-class sessions when the teacher is directing the learning. Teachers' marking of written work is generally thorough and, at its best, informs pupils if they have met the learning intention of the lesson and gives good guidance on what they need to improve.

The curriculum is organised into broad themes that link subjects together and make learning meaningful and enjoyable for the pupils. For example, as part of a topic in the mixed Reception, Year 1 and Year 2 class, pupils learned about how penguins look after their eggs. Each pupil was then given an egg to look after for the day and had to find a way to protect it from harm. The school provides regular opportunities for pupils to work with authors and artists and to go on visits to local places of interest. Collaboration with the local community college has contributed to the school being awarded the gold Sportsmark.

The school manages the transition of pupils leaving and joining the school very effectively. Links with outside agencies enhance the good work the school does to ensure that all pupils, especially those whose circumstances make them more vulnerable, are well cared for, guided and supported. One parent wrote, 'All the staff are very kind and helpful and will always talk to you whenever you need them.' Another wrote, 'Warninglid has been extremely supportive since my son moved here. I cannot speak highly enough of the staff.'

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

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## How effective are leadership and management?

School leaders and governors have a clear vision for the school that all staff share. Together, they are committed to driving improvement and have made changes that are starting to have an impact on outcomes for pupils. Action planning is focused on appropriate priorities, but the plans do not specify what pupils and teachers are expected to achieve or how their progress will be measured. The school tracking system has been developed to provide alerts for any pupils at risk of underachievement, but is not updated frequently enough. As a result, some pupils do not make the progress they are capable of.

The governing body is well informed and has a high profile in the school. Governors are increasingly involved in monitoring its work. For example, one governor has recently been monitoring how the school's plans to improve writing are progressing. Their relationship with the headteacher and staff is very constructive and they are influential in determining the strategic direction of the school. Governors, together with school leaders, have good regard to the need to promote equality. They evaluate the performance and participation of all pupils and have made particular efforts to extend the learning of gifted and talented pupils through workshops and activity days. However, governors have yet to ensure that they communicate the impact of key policies to parents and carers. School leaders and governors ensure that arrangements to keep pupils safe are good and are well understood by staff.

A wide range of effective provision is in place to promote community cohesion in the local community and there has been some good work to improve pupils' understanding of national and global diversity. Links with parents and carers are also good. They are kept well informed through letters and meetings, workshops, questionnaires and fortnightly newsletters, which are also available on the school's website.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



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## Early Years Foundation Stage

Nearly all children achieve the expected levels by the end of the Reception year and some exceed them. The children make particularly good progress in their personal development and are therefore well prepared for learning in Year 1. Welfare arrangements for children are fully in place. Staff work well with parents and this helps children to settle well. Links with the feeder nursery schools and playgroups are well developed and every child is visited before they come to school. The 'Welcome to School' book provides a comprehensive record of each child's development during the Reception year.

The indoor and outdoor areas are very well organised and cater for all interests. Children are excited about their learning and they engage enthusiastically with a range of adult-led and child-initiated activities, such as junk modelling, loading toy dumper trucks in the sand, painting and role play. Staff make careful assessments of children's learning and adjust plans to meet the learning needs of all. Children in the Early Years Foundation Stage are in the same class as pupils in Years 1 and 2 and this enables staff to provide opportunities for those who are ready to join in with more challenging work.

Development planning for the Early Years Foundation Stage is integrated into the whole-school plan, but the teacher has correctly identified that there are areas for improvement that relate mainly to the Reception class. For example, a focus on language for oral storytelling.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The vast majority of parents and carers are happy with their children's experience at Warninglid Primary School, and believe that their children enjoy school, that the school keeps their child safe and that the teaching is good. Although most parents and carers feel the school makes sure their children are well prepared for the future, some expressed concern about the transition from Key Stage 1 to Key Stage 2 and said that their children had found it difficult to adjust. The school has already identified this and the teachers are working together to find ways of easing the transition. Although most parents and carers believe the school deals well with unacceptable behaviour, there are a few who disagree. Inspectors saw good behaviour in all lessons and at break times. Pupils moved around the school in a calm and orderly way.

A few parents and carers feel that their children are not making enough progress at the school. Inspectors have asked the school to improve rates of progress, particularly in writing and mathematics. Particularly positive comments from parents and carers include

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how happy their children are at school, praise for the headteacher and the teachers and appreciation of the care their children receive.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Warninglid Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 39 completed questionnaires by the end of the on-site inspection. In total, there are 66 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	67	11	28	1	3	1	3
The school keeps my child safe	22	56	14	36	0	0	0	0
My school informs me about my child's progress	10	26	28	72	1	3	0	0
My child is making enough progress at this school	13	33	22	56	1	3	2	5
The teaching is good at this school	16	41	20	51	1	3	1	3
The school helps me to support my child's learning	14	36	21	54	1	3	0	0
The school helps my child to have a healthy lifestyle	14	36	24	62	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	23	23	59	4	10	0	0
The school meets my child's particular needs	15	38	20	51	1	3	1	3
The school deals effectively with unacceptable behaviour	12	31	21	54	2	5	2	5
The school takes account of my suggestions and concerns	12	31	25	64	0	0	1	3
The school is led and managed effectively	20	51	13	33	3	8	1	3
Overall, I am happy with my child's experience at this school	21	54	14	36	2	5	1	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 February 2011

Dear Pupils

**Inspection of Warninglid Primary School, Haywards Heath RH17 5TJ**

Thank you for making me feel welcome when I visited your school recently. While at your school, I visited lessons, talked to some of you, looked at the work in your books and talked to teachers and school leaders about the work of the school. I enjoyed seeing your Learning Talk Diaries and the photos of your creative week and trips out to Groombridge and Herstmonceux Science Centre. All this has helped me to understand how well your school is doing and what would help it to improve.

These are the main things I found to be best about your school:

- The way you behave is good and you get on well with each other.
- The staff at the school care for you well, and this helps you to feel safe.
- The curriculum provides you with many exciting experiences.
- The way the school works with your parents, carers and other people makes a good contribution to your learning and well-being.
- You come to school when you are supposed to and arrive on time for your lessons. This helps to make sure you make the most of your education and also shows that you enjoy coming to school.

I have asked your school to do three very important things to help it to become even better:

- The teachers need to make sure that more of you make better progress in writing and mathematics.
- The school has agreed to do all it can so that more of your lessons are good.
- Leaders and managers in the school need to get even better at helping the school to improve.

It was a pleasure to visit your school. I hope you will play your part by continuing to work hard, and let teachers know if the work is too easy or difficult for you. I wish you every success and happiness for the future.

Yours sincerely

Melanie Knowles

Her Majesty's Inspector

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