

Warboys Community Primary School

Inspection report

Unique Reference Number	110715
Local Authority	Cambridgeshire
Inspection number	378152
Inspection dates	5–6 December 2011
Reporting inspector	Peter Sudworth

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	288
Appropriate authority	The governing body
Chair	Karen Glen
Headteacher	Martin Kelsey
Date of previous school inspection	2 December 2008
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 15 lessons or parts of lessons taught by ten members of staff. They held meetings with two governors, including the Chair of the Governing Body, the headteacher, other staff and a group of pupils. They observed the school's work and looked at a range of documentation relating to safeguarding, development planning, pupils' work and the information used to track pupils' progress. The 87 questionnaire responses from parents and carers were analysed, as were staff and pupils' responses to their own questionnaire.

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

- The apparent difference in rates of progress between English and mathematics and the school's efforts to address this.
- The provision in science and information, communications technology and pupils' progress in these key areas.
- The strategies the staff use to cater for the mixed ages and the range of abilities in each class.

Information about the school

This is a slightly larger-than-average-sized primary school. Pupils are taught in one of ten classes, all of which are of mixed ages. All pupils commence the Reception in the September following their fourth birthday. A high proportion of the children have previously attended a pre-school group. The vast majority of pupils are of White British heritage. The percentage of pupils designated as having special educational needs and/or disabilities is slightly higher than that found nationally and currently there are more pupils with statements than usually found. These are for different reasons but they mainly relate to serious difficulties in learning. The proportion of pupils who are known to be eligible for free school meals is about the national average. The school has the Healthy Schools National Award and the Active Mark.

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

The school provides a satisfactory education for its pupils. Many parents and carers comment about the improvements that have taken place over the past three years. This view is reflected in the improved rate of progress that the pupils are making in reading and writing. The school has worked hard and successfully under the determined leadership of its headteacher and senior staff to improve these aspects of pupils' attainment and continues to do so. Parents and carers are pleased that their children attend the school. As one wrote, 'My daughters love coming to Warboys. There is a very positive environment because the school ethos is warm, friendly and on the whole challenging.'

Pupils' progress in mathematics is currently not as good as that in English, although weaknesses remain in spelling because the structure for teaching letter sounds was previously not as secure as it is now. While in some classes the teaching of different styles of writing is developed well through creative themes, in others there are missed opportunities to do so. The school is now pushing forward developments to improve pupils' skills in mathematics. Staff recognise that pupils' skills in mental calculation and knowledge of multiplication tables are not always secure enough.

Pupils achieve satisfactorily. They really enjoy school. Their personal development is good in several respects such as their behaviour and their understanding of keeping safe and leading healthy life styles. The school works effectively in keeping pupils aware of the importance of such matters and pupils respond well. They like their teachers and have trust in them. The staff provide good quality care.

The curriculum has been enlivened and themes appeal to pupils' interests. Provision and progress in science and information, communications technology (ICT) are satisfactory. Much good teaching was observed during the inspection. Staff manage the mixed-age classes and the range of abilities well and make good use of teaching assistants in their organisation of activities. Nevertheless, there are inconsistencies in expectations, for example in what is acceptable presentation. It sometimes affects accuracy and hence progress. Teachers' marking of pupils' work is regular but sometimes explanations are not clear and pupils do not know how to improve their skills precisely enough. The school has many initiatives underway to keep whole school development on a forward momentum, but sometimes aspects for development are not followed through rigorously enough to ensure high quality learning in every classroom.

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Self-evaluation is thorough but judgements are sometimes too generous given current progress across the school. There is a real determination to improve further. These factors indicate that the school has a satisfactory capacity to improve further.

Up to 40% of 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 the teaching of mathematics and pupils' attainment and progress in the subject by:
 - sharpening pupils' knowledge of multiplication tables
 - developing pupils' mental mathematics skills further
 - ensuring a greater consistency of neatness and quality when pupils lay out their work.

- Build on existing good practice to improve some aspects of teaching and learning further and so ensure that progress is more consistent across the school by:
 - ensuring marking helps the pupils know what they need to do to improve and how to do so
 - insisting on high standards of presentation throughout the school
 - teaching different styles of writing through creative themes
 - ensuring that there is a consistency of approach to teaching spelling.

- Rigorously follow up aspects for improvement identified through monitoring activities to ensure high quality teaching and learning in all classes.

Outcomes for individuals and groups of pupils

3

Most children enter the school with skills and abilities that are below those expected for their age and are average at the end of the Reception year. Pupils make satisfactory progress from that point in reaching broadly average standards by the end of Year 6. Pupils' better progress in English than in mathematics currently reverses a previous trend. Best progress is being made in reading where guided reading sessions and promotion of different authors are stimulating many pupils to read for pleasure. Spelling remains a weaker element of writing and the school is making a concerted effort to improve this. Younger pupils in Years 1 and 2 eagerly studied the features of letter writing and were keen to put this new learning into practice by writing a letter to Santa Claus, which they were later going to post. They referred to key elements for writing a letter, attractively displayed on the fingers of a hand, and reaped much success for their age.

Pupils' do not have the same confidence in mathematics as in English, especially the girls. Pupils with learning difficulties/ and or disabilities make similar rates of progress

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to other pupils but, as others, they make less progress in mathematics currently than in writing and reading. This is because the school has concentrated its initial efforts to improve the standards reached in reading and writing.

Pupils feel safe in school and have confidence in the staff. They behave well in and around the school and respond quickly and effectively to guidance. They select healthy choices and engage well in sporting activities and this is reflected in the Healthy School’s Award and Active Mark. Pupils contribute well to the school community and are keen to undertake various roles and to make suggestions to the smooth running of the school. Their efforts have helped to raise funds for outdoor play equipment. They engage in activities to support the elderly, such as the donation of harvest produce and in raising money for various charities. Pupils’ attendance is good and has improved. Their average basic skills prepare them soundly for the next stage of their education. Pupils have good social skills and a keen sense of justice. They are beginning to understand and appreciate different cultures and beliefs.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	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
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	3

How effective is the provision?

Staff enjoy good relationships with pupils and conduct lessons in a calm atmosphere. They work hard to cater for the mixed range of ages and abilities by providing different challenges and degrees of difficulty in planned activities. Teachers use the electronic whiteboards effectively to present lessons and this visual approach helps to secure pupils’ interests. Information and communications technology is used

¹ 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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satisfactorily in pupils’ learning with examples of good practice. In a mathematics lesson set by ability and comprising mainly Year 4 pupils, pupils used hand held devices to input answers to a multiplication quiz; this ensured that all pupils were working out an answer. Teachers’ marking is up to date but it does not always provide pupils with precise information about how successful they have been in their recorded work and what specific things they need to do to improve further. The quality of written outcomes demonstrates that there is a wide variation among the staff in what constitutes an acceptable standard of presentation. Good use is made of ‘paired talk’ in several classes when pupils can discuss ideas together to develop their speaking and listening skills effectively.

The school’s recently developed approach to provide a more creative curriculum has added greater interest to pupils’ learning. Themes have been carefully thought through so that pupils develop key skills in different subjects. In some classes, different styles of writing are successfully introduced into thematic work. For example, younger pupils were writing diary entries as a child in Tudor times. However, this approach is not yet consistent across the school. The application of English and mathematics across the curriculum is satisfactory; the school makes good use of visits and visitors. Older pupils visited a mosque during the inspection as part of their religious education studies. There is a good range of after school activities for different ages and include, for example, different sports, drama and photography which help to widen pupils’ interests. One activity thoughtfully provides opportunities for those pupils who do not have Internet access at home. Some other activities are designed specifically, and by invitation, to support pupils in specific aspects of their learning. This works well. Although the school has had mixed success with intervention programmes for pupils with learning difficulties, it works hard to fit these interventions to every pupil’s specific needs.

Staff take good care of pupils and induction arrangements help new children to settle quickly. There are good internal arrangements to move pupils from class to class at appropriate stages and links with the secondary school help pupils to adjust well on transfer. Procedures to promote good attendance are thorough and have contributed to increased attendance. Data is used effectively to identify those who are not making as much progress as they should and to plan initiatives to help them catch up. Special support is provided for those who have emotional difficulties so that they are helped to cope. A careful watch is kept over potentially vulnerable pupils and a parent support adviser provides good assistance for families in special need or who have particular difficulties. The school works effectively with other professional agencies to support individual pupils with specific needs, including statemented pupils.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3

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The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and deputy headteacher work well together and provide good strategic leadership. They are well supported by all staff in seeking to improve the school further. Ambition and the desire to move forward are embedded in the school’s work but the full impact has yet to be seen. While monitoring of different aspects of learning is widespread, staff have not always followed through rigorously enough on aspects, which are picked up as needing attention; this leads to inconsistencies in expectations.

The Governing Body suffers from recruitment and retention problems but is fully and systematically involved in evaluating the school, such as in health and safety issues. Governors visit regularly and have a good perception of the school’s strengths and its areas for development, although they do not always have an accurate perception of progress and attainment. They challenge and hold the school to account for its performance and contribute well to the school development plan which is securely focused on standards.

Links with parents and carers are strong. The school provides opportunities for parents and carers to develop their own personal skills as well as keeping them well informed about teaching methods. Communication with them is good through regular letters and the school’s website. Parents and carers have good information about their children’s progress through termly consultation evenings and detailed reports. Safeguarding is good because child protection procedures are thorough and staff are updated regularly in these matters.

The school links well with other schools and the sharing of training in which the school sometimes takes a lead contributes well to staff’s professional expertise and also to pupils’ well-being. The school has been keen to benefit from Local Authority advisory help and has profited well from this in its recent improvement in reading and writing.

The school recognises the need to extend the pupils’ knowledge and awareness of cultural diversity and has carried out an audit and produced a plan for improving community cohesion. Equal opportunities are satisfactory as there is still some work to do to ensure that all pupils reach their full potential in mathematics.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and	3
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Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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

Early Years Foundation Stage

The children make good progress in all areas of their development in the Early Years Foundation Stage as a result of good teaching and strong provision. Their attainment is average by the end of Reception, although with a wide range of abilities including some who are well-above average. The setting is well led and managed.

Parents and carers are pleased with induction arrangements, which include home visits, and they find staff very approachable. The welfare of children is given a high priority. To support their understanding of safety, selected children accompany staff each morning to make sure that the gate is locked. Learning opportunities are planned effectively so that activities both outside and inside relate to current themes. Staff ensure that children experience a balance of learning activities during the week through charting their choices day by day. The mix of adult-led and child-initiated activities helps children build up their skills effectively, including basic skills in early reading, writing and numeracy; these are well taught. Teachers’ planning is good and takes into consideration the children’s own interests. Staff work together well as a team. In one activity, children were very excited to consolidate their class work; the teacher had put four cards at different points outside with double letter sounds like ‘ff’. The children rushed to the appropriate card as the teacher emphasised words with one of these endings. Most progressed rapidly.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

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Views of parents and carers

The percentage of parents and carers responding to the questionnaire was about the same as is usually received. The vast majority of parents and carers express positive views about the school. Most written comments were favourable and most of these refer to the improvements made in the last three years. There was no theme to the very few less positive comments and issues raised were personal to their own children.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Warboys Community 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 87 completed questionnaires by the end of the on-site inspection. In total, there are 288 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	66	29	33	0	0	1	1
The school keeps my child safe	58	67	29	33	0	0	0	0
The school informs me about my child’s progress	47	54	36	41	4	5	0	0
My child is making enough progress at this school	41	47	41	47	3	3	0	0
The teaching is good at this school	52	60	35	40	0	0	0	0
The school helps me to support my child’s learning	47	54	37	43	2	2	0	0
The school helps my child to have a healthy lifestyle	51	59	36	41	0	0	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)	46	53	39	45	0	0	0	0
The school meets my child’s particular needs	42	48	42	48	2	2	0	0
The school deals effectively with unacceptable behaviour	46	53	38	44	1	1	0	0
The school takes account of my suggestions and concerns	41	47	44	51	1	1	0	0
The school is led and managed effectively	62	71	25	29	0	0	0	0
Overall, I am happy with my child’s experience at this school	63	72	22	25	0	0	0	0

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



7 December 2011

Dear Pupils

Inspection of Warboys Community Primary School, Warboys, PE28 2RX

Thank you for your warm welcome when we visited your school, for talking to us and sharing your work with us. You clearly enjoy school a great deal. We were impressed with your behaviour and the way that you get along so well together. The staff take good care of you. The school provides a satisfactory education for you. You have made good progress in your reading and writing but in some parts of the school pupils are not doing as well in mathematics as they could. We have asked the staff to help you make better progress in mathematics. You could help in this by learning your multiplication tables.

We saw several good lessons but there is more that some teachers could do to help you and enable you to make better progress. We have asked them to be more consistent in their marking of your work, making clear how you can improve. We found that some pupils work neatly but others do not. We want all of you to take care when you present your work and this should help with the accuracy of it. We think that you could learn to practise different styles of writing more often especially through different themes to make it more interesting for you. This is already happening in some classes. We also found that some pupils' spelling is not as good as it could be so we have asked the school to help these pupils to improve.

The staff are working hard to improve the school further. They undertake a lot of activities to check on the quality of teaching and learning. We have asked the staff to become more skilled at looking at aspects which are noted for improvement and to ensure that all staff are following the agreed guidance.

Thank you once again for your help. We wish you well for the future. Work hard and always do your very best.

Yours sincerely

Peter Sudworth
Lead inspector

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