

# Warnham CE Primary School

## Inspection report

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<b>Unique reference number</b>	125998
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	381167
<b>Inspection dates</b>	27–28 June 2012
<b>Lead inspector</b>	David Marshall

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	135
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Geoff Read
<b>Headteacher</b>	Christine Crunden
<b>Date of previous school inspection</b>	25 September 2008
<b>School address</b>	Freeman Road Warnham Horsham RH12 3RQ
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<b>Age group</b>	4–11
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<b>Inspection number</b>	381167



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## Introduction

Inspection team

David Marshall

Additional inspector

This inspection was carried out with two days' notice. The inspector spent six hours observing teaching, which included visiting twelve class lessons and a number of smaller teaching groups. In all, eight teachers were observed teaching. In addition, discussions were held with different groups of pupils, governors, the headteacher, staff members and parents and carers. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a range of documentation, including information about pupils' performance and progress, the school improvement plan, procedures for safeguarding pupils, minutes of governing body meetings, school policies and curriculum planning documents. In addition, questionnaires from 69 parents and carers, and those from members of staff and pupils, were analysed.

## Information about the school

Warnham is smaller than the average-sized school and is sited within a diverse rural community adjacent to the town of Horsham. The school is organised in separate age groups for Year R, Year 1 and Year 2; but in Key Stage 2 some classes are organised in mixed aged classes – Years 3/4 and 5/6. Most pupils come from White British backgrounds, with a small but increasing proportion from a range of minority ethnic groups, including some who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below that found nationally in schools. The proportion of disabled pupils and those with special educational needs is higher than that seen nationally, including the number on school action plus or with statements of special educational needs.

The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- Warnham is a good school. It has improved significantly in the last two years so that now pupils achieve well, their attendance is above average and their behaviour and safety are good. The school is not outstanding because teaching is not yet consistently leading to pupils achieving outstandingly well and making maximum progress.
- Pupils' progress and their achievement from their starting points are good. Children in the Early Years Foundation Stage do well because care and support are good and children settle happily to their learning. Attainment is now above average in reading and mathematics by the time pupils leave Year 6.
- Teaching is good overall, but there are variations across the school. Teachers know pupils' academic development well through the good use of assessment, and pupils' progress is tracked carefully. Very occasionally, tasks planned provide insufficient challenge for the more able, and the pace drops in lessons. The curriculum enables pupils in most lessons to enjoy a range of activities that promote their interest and their spiritual, moral, social and cultural development very well, but the teachers' implementation of this curriculum is not yet fully consistent.
- Pupils' behaviour is never less than good and pupils show very positive attitudes to learning. They thrive in the caring atmosphere and acquire a good understanding of how to keep themselves safe.
- Senior leaders and the governing body have a good understanding of the school's strengths and weaknesses. The rigorous focus of senior staff on the quality of teaching, an effective programme of staff performance review and focused staff training mean all areas for improvement identified by the previous inspection have been addressed well. Although plans are in place for sharing best practice, staff currently do not have enough opportunities to observe outstanding teaching.

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

- Increase the proportion of outstanding teaching by July 2013, by:
  - improving the pace of learning in some lessons, especially for the more-able pupils
  - making sure the exciting aspects that link subjects and focus on pupils' interests are present in all lessons
  - extending opportunities for staff to observe the best practice in the school.

## Main report

### Achievement of pupils

Children enter the Early Years Foundation Stage with skills that are broadly in line with expected levels for their age, but occasionally below in communication and language skills. Teaching is never less than good with a strong focus on meeting the wide range of individual needs. Children make good progress and so by the time they enter Key Stage 1 most are in line with expectations for their age in all areas of learning. Children demonstrated the particularly strong development in their social skills by the efficient and cooperative way in which they shared their tasks during the morning.

The school's own assessment data, the accuracy of which is confirmed by a scrutiny of pupils' work, show that there is a rapidly improving trend in achievement. An above-average proportion of pupils are on target to reach or exceed expected levels in reading and mathematics in this year's teacher assessments at the end of Key Stage 1 and national tests at the end of Key Stage 2. This is because the progress that pupils make throughout the school has been accelerated in the last two years and the majority, including disabled pupils and those who have special educational needs, are making good and in some cases outstanding progress. Although the school has already taken action to raise expectations for the higher attaining pupils, which is having a positive impact, there are still occasions when these pupils could do better.

Attainment in mathematics, which was of greatest concern at the previous inspection, has shown significant improvement. Pupils in the Years 2, 3/4 and 5/6 classes showed an enthusiasm for solving challenging mathematical problems which were relevant and linked to other areas of the curriculum. Reading has historically been a stronger element of the school's work and this continues. The introduction of a systematic approach to teaching of sounds and letters (phonics) is now well embedded. Attainment in reading in Year 2 is above average and by the end of Year 6 is often well above average. The quality of pupils' written work has also improved in the last two years as pupils are writing for a clearly defined purpose and activities are more engaging. However, teachers acknowledge that pupils in some classes could be making further improvement. Parents and carers who spoke to the inspectors commented that they have seen a significant improvement in their children's work. As one Year 2 parent said, 'My daughter is coming on in leaps and bounds.'

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## Quality of teaching

The inspection findings confirm the views of almost all parents and carers, that their children are making good progress because they are taught well and their individual needs are carefully met. Much teaching is lively and pitched carefully to meet each pupil's needs. Children are given a stimulating start in the Early Years Foundation Stage because consistently good, well-organised teaching creates learning opportunities that are personalised for the needs of every child. The inspector witnessed outstanding teaching during a class session where children chose from a series of tasks for themselves and made lion masks, organised events for the Olympics, probed the computer to find out about the Titanic and explained why some tyres were bigger than others. They showed sustained concentration and obvious enjoyment, leading to some exceptional learning experiences for all.

Teachers are secure in knowing how well pupils are doing and the needs of different groups throughout the school. As a result, teachers generally plan activities that are appropriately challenging for different groups of learners by age and ability. However, sometimes the level of challenge is too low for more-able pupils and, as a result, they occasionally make less progress than other groups of pupils. Disabled pupils, those with special educational needs, and pupils who speak English as an additional language, do well because learning is carefully tailored to their needs. Very effective deployment of the well-qualified teaching assistants allows these pupils to access the curriculum effectively.

Many parents commented particularly on how the teaching of reading is very well structured and has improved their children's learning. As one parent commented, 'This is a school that has strived to improve standards in teaching and learning during the two years my children have attended. My children are very happy here.' Teachers encourage talk partners and good speaking opportunities, and this helps pupils to generate ideas and use their learning targets. Consequently, pupils often refer to the levels at which they are working. The marking of work is thorough and challenges pupils to correct their mistakes.

Teachers plan the creative, enquiry-based curriculum well, to offer a wide range of developmental opportunities. For example, pupils in the Years 3/4 class used a variety of media, including communication software, boxes and sugar cubes, to show how their special days had worked out. The school topic, based on helping a village in Sierra Leone, exemplified in a whole school assembly during the inspection, has inspired all pupils to work tirelessly on how to help others less fortunate than themselves. These opportunities successfully support the pupils' good spiritual, moral, social and cultural development.

## Behaviour and safety of pupils

Pupils told inspectors that they enjoy coming to school and are keen to talk about their experiences, which they find fun and exciting. Their behaviour is good overall, and outstanding in the Early Years Foundation Stage, and makes a strong contribution to

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learning. Very occasionally, when the teaching lacks pace and the lessons are less interesting, a few pupils become restless and off task.

Pupils were keen to show how much they enjoy the responsibility of the school council or being a play helper. Pupils are extremely friendly and supportive of each other and the older pupils speak with great pride about mentoring the youngest pupils. They say that bullying is rare and where there was some name calling in the past this had been effectively dealt with by adults in the school. They have a good understanding of what constitutes different types of bullying and have a particularly strong understanding of cyber bullying and internet safety. Although some concerns were expressed by a very small minority of parents about bullying, the majority agree with the inspection findings and are positive about behaviour and how it is managed. One parent wrote, 'The school is very good at the pastoral care/caring side and it has a safe/friendly atmosphere.'

### **Leadership and management**

Good leadership and management provide the school with a sharp focus on improvement and a clear vision for future development. Self-evaluation is accurate and informs good-quality strategic planning that provides a clear path for the successful implementation of its aims. Through their rigorous analysis of assessment data, school leaders have developed an environment in which there is a constant drive to raise achievement. Teachers have yet to benefit from plans to implement coaching strategies in order to share outstanding practice.

The governing body provides good strategic direction and has been determinedly involved in the school's improvement. The governors' delight in bringing to fruition their plans for the large, all-purpose hall after 10 years of planning is shared by the whole community. They provide a good level of challenge to school leaders, regularly analysing the performance of pupils and monitoring improvement. The introduction of a new ethos committee has underpinned the strengths of the school and shows their drive for further improvement. All leaders have worked effectively to engage with parents and carers who are always welcomed into the school. Most parents and carers say that their views are sought and acted upon, and they are kept well informed of the progress of their children.

The school has increased the involvement of all staff in decision making, and has successfully planned a wide range of curriculum improvement initiatives to enthuse learners. The planned curriculum is broad with well-developed provision for the needs of all pupils. However, sometimes in lessons links between subjects are missed and as a result learning slows. The impact of the curriculum on pupils' spiritual, moral, social and cultural development is very positive. Through its committed, faith-based ethos, the school promotes a strong climate for pupils to work and play together harmoniously, and pupils' actions show their good understanding of right and wrong. This good practice and the supportive atmosphere for pupils' learning and personal development reflect the school's rigorous attention to promoting equality of opportunity and tackling discrimination. The wide range of partnerships provides

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consistent support for pupils' well-being, and for their learning, through links with external agencies. Excellent attention is paid by managers at all levels to ensure the highest quality of safeguarding for the pupils. The school's success in improving provision and raising pupils' achievement show that the school is well placed to continue to improve.



## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



29 June 2012

Dear Pupils

### **Inspection of Warnham CE Primary School, Horsham RH12 3RQ**

I am writing to thank you all for making me so welcome when I came to the school recently. I did enjoy my visit. Your school gives you a good education, and I agree with what you told me – it is a really fun place to learn. Here is a list of some of the things that I think are really good.

- The school looks after you very well and most of you are now making much better progress in your learning, especially in reading and mathematics.
- Children in the Reception class get off to a really good start at school.
- You behave very well, get along with each other and feel very safe in school.
- You all have very good ideas on how to make things better and the teachers always listen to what you want.
- You find most lessons interesting and really enjoy school.
- There are plenty of exciting things for you to do both in school and in after-school clubs.
- The headteacher and staff manage the school well.

I have agreed with your teachers that there are some things that need to be made even better. I have asked them to make sure that all your lessons are as good as the best, and keep you actively involved at all times on things that really interest you. In particular, I want those of you who find learning easy to be challenged in every lesson. I know your teachers are all working hard to be the best they can be and I want them to learn from each other as well.

You can help too by listening carefully and taking note of what your teachers say. Then you will all make good or even better progress in your learning. I wish you well in the future.

Yours sincerely

David Marshall  
Lead inspector

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