

Tribal
1-4 Portland Square
Bristol
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5316
Direct F 0117 3150430
Direct email: Shannyn.sachse@tribalgroup.com



9 July 2013

Mrs Verena Powell
Headteacher
Warninglid Primary School
Slaugham Lane
Haywards Heath
RH17 5TJ

Dear Mrs Powell

Requires improvement: monitoring inspection visit to Warninglid Primary School

Following my visit to your school on 8 July, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in April 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, I held meetings with you, members of the governing body and a representative of the local authority, to discuss the action taken since the last inspection. I also evaluated the school action plan. I appreciated the opportunity to tour the school and meet staff and pupils.

Context

There have been no significant changes since the most recent inspection but you plan to alter the class groupings to make a combined Year 2, 3 and 4 class in September.

Main findings

You, your staff and governors are working hard to address the areas for development that were identified at the recent section 5 inspection. You have

responded quickly and effectively to the need to improve achievement, particularly in aspects of English. As a result, early information indicates that the proportion of pupils making above expected progress in reading and writing has increased across all year groups. Work done to make the teaching of phonics more consistent has also had demonstrable impact, as shown by the results of the phonics screening check for pupils at the end of Year 1. For pupils at the end of Key Stage 2, the percentage meeting or exceeding expected levels of attainment has risen in reading and writing. This is not the case in mathematics but the school has useful information to explain the difference that the attainment of a few pupils makes to overall percentages. While this information is helpful, for example when showing the positive progress made by pupils who have been at the school for a long time compared with those who have joined later, it is important that progress and attainment for all remains a priority across all subject areas so that any gaps in achievement are closed.

Teaching is still not consistently good. However, your continued monitoring of teaching, and work with a consultant headteacher, is effectively involving teachers in improving their own practice. The strong focus on increasing the amount and quality of pupils' independent work is clearly having a positive impact. On visits to classrooms, pupils were observed working well in groups and individual pupils were able to explain what they were researching and how they were going about it. It was very pleasing to see that the oldest class had drawn up rules for themselves about how to tackle their work before asking for help. A comment from a Year 3 pupil that, 'now the teacher just tells us what we need to know and we get on with it' indicates that pupils feel confident that they are learning even when an adult is not working directly with them.

As recognised in the recent inspection report, governors are very involved in the life of the school. Following the findings of that inspection, they are rightly reviewing the skills and respective roles held within the governing body. They are committed to monitoring the progress of the school's action plan but have not drawn up a set of actions to outline how they intend to do this. This limits their opportunity to evaluate the impact of their involvement, challenge and support to the school.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- plan and record in more detail the steps that the governing body intends to take to ensure that they are well placed to monitor, challenge and support the school's improvement.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

You, your staff and the governors, are making good use of the high quality advice and support available to you from the local authority. This has had demonstrable impact upon your planning and upon pupil outcomes, most particularly in reading and phonics and in increasing pupils' opportunities to work independently.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for West Sussex.

Yours sincerely

Anne Duffy
Her Majesty's Inspector