

# Warmington School

School Lane, Warmington, Peterborough, PE8 6TA

**Inspection dates** 12–13 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress from their starting points. Many leave school at the end of Year 4 with standards securely above those expected for their age.
- Teaching is nearly always good and some is outstanding. Different subjects are taught well, and reading is a particular strength of the school.
- Pupils have positive attitudes and enjoy learning. They feel safe and well cared for in school, and their parents agree.
- Behaviour is good and pupils are eager to come to school, as shown in their above-average attendance.
- The executive headteacher and head of school are taking very effective action to further raise the quality of teaching, which staff are keen to engage with. This has already brought about improvement.
- The governing body and executive governors know the work of the school exceptionally well. They have well-considered plans for the continuing success and development of this small school.
- Both staff and pupils are benefiting from the close links with their partner school and the wider range of learning opportunities this is bringing.

### It is not yet an outstanding school because

- Some teachers do not always plan or adapt activities enough for pupils to make even better progress, particularly the more able.
- Teachers do not always check that pupils respond to the comments made in marking, which are aimed at improving their work.
- Some subject and phase leaders are in the process of developing their skills in monitoring teaching and learning to match the school's newly raised expectations.

## Information about this inspection

- The inspector visited all classes and observed teaching in eight lessons or part lessons, of which five were joint observations with the executive headteacher. The inspector also watched pupils in group work, playtime, lunchtime, breakfast club and an assembly.
- Meetings were held with a group of pupils, representatives of the school's governing body and executive governing body, senior leaders and an independent external adviser. A telephone conversation was undertaken with a representative of the local authority.
- The inspector took account of questionnaires completed by nine members of staff and 18 responses submitted by parents to the online questionnaire (Parent View).
- The inspector looked at data about pupils' achievement, reviewed work in pupils' books and heard pupils read.
- A range of school documentation was examined by the inspector, including the school's own evaluation of its work, the school development plan, records of governing body meetings, the monitoring of teaching and learning, behaviour records and safeguarding checks.

## Inspection team

Lynda Smith, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average-sized primary school.
- Almost all pupils are from White British backgrounds.
- Only a very small number of pupils are supported by the pupil premium. This is additional government funding given to schools to support certain groups of pupils. In this school, it applies to pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported at school action, school action plus or with a statement of special educational needs is below average.
- The number of pupils joining and leaving the leaving partway through their primary school education rose recently and this had an impact on class sizes, but it has now stabilised.
- The school is partnered with another small school within the local authority. The school has its own governing body, plus a small group of executive governors consisting of representatives from both schools.
- A new executive headteacher and head of school have been appointed since the last inspection. The current senior leadership team have been working together at the school since September 2013.

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

- Develop the quality and consistency of teaching, so that it is never less than good and more is regularly outstanding, by ensuring that teachers:
  - always plan and adapt tasks to further challenge pupils, especially the more able
  - check that pupils respond to written comments so they can correct, practise and know how to improve their work next time
  - have regular opportunities to learn from the exceptional teaching practice already in the school.
- Further develop subject and phase leaders' skills in understanding how to best raise teaching and learning to outstanding in their areas of responsibility.

## Inspection judgements

### The achievement of pupils is good

- The small number of pupils in each age group means that overall attainment can differ considerably in each year group. However, from these individual starting points the school's tracking shows that pupils make good or better progress across the school in reading, writing and mathematics. The work in pupils' books supports this view.
- The level of children's knowledge and skills when they start in the Reception class is typically in line with the expectations for their age, although this can vary greatly from year to year. Most children progress well to reach the goals they are expected to by the end of the Reception year.
- Pupils of all ages enjoy reading a wide range of books. Those in the earlier stages of learning to read say they love stories and are eager to share their books. Pupils apply their good knowledge of phonics (the sounds made by letters) to confidently tackle new or difficult words in both their reading and writing.
- By the end of Year 2 pupils make good progress in all subjects and often reach above national standards. Current evidence suggests that pupils are on track to make exceptional progress this year by the end of Key Stage 1 because of regularly outstanding teaching.
- By the time pupils leave school at the end of Year 4, teacher assessments show that many attain standards in English and mathematics that are above and sometimes well above those expected for their age. They make good progress because most of the teaching is good and improving.
- Disabled pupils and those who have special educational needs are well supported and make good progress because of well-targeted personalised support.
- Pupil premium funding is effectively used to provide individual support for eligible pupils. They achieve at least in line with their peers.

### The quality of teaching is good

- Teachers make learning interesting by planning work that engages pupils' interests and develops their knowledge and skills in a range of subjects. When asked, pupils could not decide which lessons they enjoyed the most as they liked 'everything'. This positive attitude to learning reflects the good relationships between pupils and staff and the purposeful atmosphere in classrooms.
- Most teachers use skilled questioning to assess, prompt and deepen pupils' learning well. In the best lessons, teachers make pupils think deeply about their answers and explore their reasoning. For example, in a mathematics lesson in Key Stage 1 pupils showed outstanding learning when they not only doubled and halved a range of numbers, but could systematically demonstrate how they had achieved their answers.
- In lessons, teachers give clear explanations of what pupils need to learn and different criteria against which pupils can assess their own work and progress. As a result, pupils know what they are learning and are starting to gauge the quality of their own work.
- Teachers usually have high expectations of pupils' achievement and behaviour. Although pupils

make good progress, they could sometimes be challenged more. Teachers do not always adapt tasks when pupils have learnt more quickly than they expected, especially the more-able pupils.

- In the Early Years Foundation Stage, children are well catered for through a good range of purposeful activities with a wide variety of resources for both indoor and outdoor learning. However, sometimes staff do not adapt lessons successfully by adjusting their expectations when children discover new ideas to explore.
- Teachers' marking in pupils' books is generally good and some is exemplary. Most marking informs pupils how well they are doing and what they can do to further improve their work. However, not all teachers make sure that pupils take the time to respond and act upon their comments and advice.
- Teaching assistants work well with pupils of all ages. They are particularly effective in helping those who find learning more difficult, supporting the teaching of reading and using practical resources to aid less confident learners in mathematics.

### **The behaviour and safety of pupils** are good

- Pupils' attitudes to learning are good, and they are proud of what they and their classmates achieve. The school provides a stimulating environment and exciting experiences for pupils. Pupils are very engaged in their learning. Most are able to sustain their concentration and produce a good range of work.
- Pupils are taught how to keep safe in a range of situations and be aware of different risks. They understand different forms of bullying and say it is very rare. They are confident that staff quickly manage any misbehaviour well and always listen to any worries pupils may have.
- Pupils' attendance is consistently above average and punctuality is good because pupils are happy to come to school and feel well looked after. Pupils are thoughtful and considerate, and get on very well with one another. Parents spoken to and those who responded to Parent View unanimously agree that pupils behave well and that their children enjoy school, feel safe and are well cared for.
- The school's positive promotion of spiritual, moral, social and cultural development is a key factor in pupils' good behaviour. There are good links to the local community and occasions to meet, learn and play with pupils from their partner school. The opportunities for pupils to learn about faiths and cultures other than their own have been greatly extended since the last inspection, for example through visits to different places of worship and twinning with a school in France.

### **The leadership and management** are good

- The executive headteacher and the head of school demonstrate high expectations and are clearly focused on school improvement. Their monitoring of the school's work is frequent and detailed. Key leaders, including governors, know in depth the school's strengths and areas for development, as reflected in their well-directed plans.
- The school's tracking system is effectively used to monitor pupils' achievement and set aspirational targets. Information on pupils' achievement is fully shared with class teachers, and progress meetings are held regularly with leaders to plot pupils' and teachers' progress in

meeting their goals.

- Senior leaders are effectively developing teaching by modelling the very best practice. Key leaders are very clear as to the priorities in their areas of responsibility and the actions being taken to further improve teaching and pupils' achievement.
- Other leaders are positive about the support and training opportunities they now have. They understand the need to further update and enhance their skills in order to drive improvements in the areas for which they are accountable. Senior leaders acknowledge that extending occasions for these leaders to learn from the best practice will support their further development.
- The local authority has appropriately given 'light touch' support to this good school. The school actively works with a number of external professionals and school groups to gain additional views of its work, and to share best practice and training opportunities.
- The school's organisation of subjects and topics is very effective. The curriculum is enriched with a range of clubs, French classes, musical instrument tuition and visits. Additionally, the primary school sports funding has funded a coach who both supports lessons and develops the staff skills in teaching physical education. Information and communication technology is increasingly well used to enhance pupils' learning, for example through carrying out research on their own.
- Parents are very supportive of the school. They are pleased with the changes this year and those spoken to believe this is further enhancing the already good provision for their children.
- **The governance of the school:**
  - Members of the school's governing body are exceptionally well informed on the quality of teaching and pupils' performance. They do this through their own monitoring visits, reports from an independent adviser, clear evaluations of a range of data and detailed information from the executive headteacher. They also have regular contact with parents through questionnaires and face-to-face discussions. Governors use this evidence well to question leaders and evaluate the impact of the school's work, including the interventions supported by the pupil premium funding.
  - Governors are clear how staff performance should be managed and rewarded. A new policy is being implemented to further secure already robust procedures and match those of their partner school.
  - Governors are well trained and knowledgeable. They utilise their skills effectively, for example in overseeing the school's spending through a three-year budget plan, ensuring special needs provision is effective, and undertaking regular health and safety checks. They ensure that the school's safeguarding arrangements meet current government requirements.
  - The school's governors have representatives on the joint executive governing body alongside their partner school. This group, fully supported by the governing body, have high expectations and clear strategic plans for the school's future sustainability and success.

## 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

<b>Unique reference number</b>	121865
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	429585

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

<b>Type of school</b>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	5–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	31
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Derek Thomas
<b>Headteacher</b>	Josephine Milton (Executive Headteacher)
<b>Date of previous school inspection</b>	24 March 2009
<b>Telephone number</b>	01832 280420
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