

# Warmsworth Primary School

Mill Lane, Warmsworth, Doncaster, South Yorkshire, DN4 9RG

**Inspection dates** 18–19 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils’ spiritual, moral, social and cultural development flourishes in this outstanding school, which has gone from strength to strength since the time of the last inspection.
- Children get off to a flying start in the Early Years Foundation Stage. They make excellent progress and are very well prepared to start Year 1.
- Pupils in Key Stage 1 make outstanding progress in their reading, writing and mathematics and, as a result, attainment by the end of Year 2 is above average.
- This rapid progress continues through Key Stage 2 and enables pupils to leave Year 6 with attainment which is exceptionally high.
- One reason why pupils learn so well is that much of their teaching is outstanding.
- Teachers share their passion for learning and provide exciting work for pupils to do.
- Pupils are helped to think for themselves and encourage one another to solve problems together.
- Pupils display excellent attitudes to learning, no time is wasted and much is achieved in lessons.
- Pupils’ behaviour around the school is outstanding and their attendance is consistently high.
- The headteacher provides determined leadership, promoting a robust focus on continuous improvement, and offers teachers and parents a clear vision for the future.
- Senior leaders have developed a very strong staff team. All are united in their desire that every pupil gets the best possible start in life.
- Leaders know the school extremely well and are unflinching in their drive to make things better still. For example, leaders have recently introduced new methods to help improve the reading ability of the most able pupils in Key Stage 2.
- Governors have considerable expertise, a keen insight and provide a great deal of support. Through rigorous monitoring, they challenge the school to ensure that it is doing as best as it can.
- This is a very safe and caring school where all are valued and respect for one another is high.

## Information about this inspection

- Inspectors carried out observations in 31 lessons or small-group activities, of which five were conducted jointly with the headteacher or deputy headteacher.
- Meetings were held with members of the governing body, senior leaders, school staff and a representative from the local authority.
- Inspectors talked to pupils about their work in lessons, looked at books, listened to pupils read and met with a group of pupils from Year 3 to Year 6.
- Inspectors considered the 39 responses to the online survey (Parent View) and also took account of a recent survey conducted by the school. Inspectors spoke to a number of parents during the inspection.
- Inspectors also took account of the 37 inspection questionnaires returned by members of the school staff.
- Inspectors observed the school's work, looked at progress data, performance management information, records relating to behaviour and safety, as well as documents relating to safeguarding.

## Inspection team

James Alexander, Lead inspector	Additional Inspector
Fiona Gowers	Additional Inspector
Jonathon Yodaiken	Additional Inspector

## Full report

### Information about this school

- Warmsworth Primary School is larger than the average sized primary school.
- The proportion of pupils who are known to be eligible for support through the pupil premium is below average (the pupil premium is additional government funding provided for children who are looked after, those from service families, and those known to be eligible for free school meals).
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or who have a statement of special educational needs is below average.
- The proportion of pupils from minority ethnic groups is much lower than average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The headteacher is a Local Leader of Education and regularly supports improvement in other local schools.

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

- Keep a careful watch on the actions being taken to improve the reading ability of the most able pupils in Key Stage 2, to ensure that their attainment rises still further by the end of Year 6.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Most children start the Early Years Foundation Stage with skills that are typical for their age, although the skills of some are lower than this. All children are helped to settle quickly and soon make much better than expected progress. As a result, many children reach a good level of development by the end of Reception and are well prepared to start Year 1.
- By the end of Year 1, all groups of pupils read to a high standard. Pupils are taught to use letters and sounds very well, and have a wide range of books from which to choose.
- Progress in reading, writing and mathematics across Key Stage 1 is excellent. The proportion of pupils who make expected progress is high and many do even better than this. Consequently, attainment by the end of Year 2 is above average.
- This outstanding progress continues across Key Stage 2. As a result, attainment by the end of Year 6, which has been consistently well above average for many years, rose significantly in 2013 and was exceptionally high.
- Pupils' achievement in mathematics is impressive. The most able pupils make particularly fast progress and apply what they are learning to a range of subjects. For example, links with local businesses are very well established and all classes prepare and present a business plan to local leaders in a bid to borrow money to support profit-making projects within school. It is this type of activity that both develops the skills pupils will need in later life and provides a purpose for learning.
- Pupils are also taught to read and write very well and the presentation of pupils' work is of a very high standard. However, while the proportion of pupils reaching the highest levels in the end of Year 6 assessments was significantly above average in writing, fewer pupils reached the highest levels in reading in 2013.
- School leaders have redesigned the way in which pupils are taught to read, particularly developing their higher-level comprehension skills. This is starting to make a significant difference and now many more of the most able pupils are already reading at a much higher level than previously.
- Pupils who are supported by the pupil premium make excellent progress across the school. As a result, many are working at a very similar level to others in their class.
- The small proportion of pupils from minority ethnic groups makes the same excellent progress as others in the school.
- The overwhelming majority of disabled pupils and those with special educational needs also make excellent progress in their reading, writing and mathematics and benefit from well designed small-group activities and one-to-one support. This is just one of the many examples of how the school tackles discrimination and provides equality of opportunity for all.

### The quality of teaching

### is outstanding

- Children in the Early Years Foundation Stage are taught very well to learn and play together. They thoroughly enjoy learning through play, both indoors and outside. Staff are skilled at asking the right questions to prompt children's thinking.
- Across the whole school, teachers use the outdoor learning environment to great effect. Indeed, due to pupils' success in outdoor learning, the school is a Partner School for the Royal Horticultural Society (RHS).
- Meticulous planning ensures that pupils learn productively in every lesson. Pupils are encouraged to think for themselves and develop their own way of working. For example, in a Year 4 art lesson, pupils were studying the methods and approach of Jackson Pollock. Rather than recreating a piece in the style of Pollock, they were encouraged to develop their own techniques to produce their own unique painting.

- Pupils benefit from well trained and highly experienced teaching assistants, who work alongside teachers ensuring that any pupils who need more support or those that require additional challenge receive the input at the right time.
- Pupils have been taught to reflect upon their learning and are given the skills to explain what they are finding easy and what they are struggling to understand. This gives teachers the opportunity to provide work at the right level.
- The quality of marking and ongoing guidance through lessons is excellent. Pupils are exceptionally clear about what they are aiming to improve and how they are going to achieve success.
- High expectations are a common feature in the vast majority of lessons. Teachers have high expectations of their pupils to work well and pupils also have high expectations of their teachers to provide interesting activities.
- The teaching of writing is excellent and pupils are provided with opportunities to write at length across a wide range of subjects. The content and presentation of pupils' written work are of a very high standard. Pupils take care with their work and are proud of what they achieve.
- The teaching of reading is also a strong feature in the school. Pupils enjoy a wide range of literature and confidently read to a high standard. The school day now starts with a range of reading activities designed to develop advanced comprehension skills for the most able pupils. Ambitious targets are set to be met by the end of this year and pupils are already well on the way to achieving these goals.

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

- The behaviour of pupils is outstanding. Their impressive attitudes to learning are a key reason for the excellent progress that they make in their lessons.
- Children in the Early Years Foundation Stage benefit from very positive relationships established with adults. Children feel safe and secure and soon grow in confidence, developing very good attitudes to work and school life.
- Pupils enjoy all that this improving school has to offer. For example, all pupils in Year 4 play a musical instrument and, across the school, participation in a wide range of clubs and activities is very high.
- Pupils' attendance has been consistently high and continues to improve every year.
- Very good behaviour was seen at playtime and lunchtime and pupils were very keen to point out that this was typical. Those pupils who need more support to manage their own behaviour respond very quickly to the help provided by adults, and often a quiet word is all that it takes.
- Pupils take pride in their school; work in books and on display around the school is of a high quality. Pupils take a great deal of care to ensure that their school grounds are kept very well presented for everyone to enjoy. Pupils have played an active role in the recent Level 5 accreditation awarded by the RHS (the highest level) and are regular winners of Doncaster in Bloom competition.
- The school's work to keep pupils safe and secure is outstanding.
- Pupils have been given a range of strategies to keep themselves safe and have a very secure understanding of, for example, e-safety.
- Pupils are aware of the different forms of bullying and say 'It doesn't really happen in our school.' Indeed, well kept school records confirm that any such incidents during the school day are very rare and always very well managed.

### **The leadership and management** are outstanding

- The dynamic headteacher is committed to ensuring that every pupil receives the best possible education and care. To this end, she has fostered the leadership skills of her staff team.
- The headteacher is exceptionally well supported by a highly effective deputy headteacher. Their

crystal-clear plan and uncompromising drive for improvement are shared by all staff. This has been the main reason behind the significant improvements that have taken place since the time of the last inspection.

- The deputy headteacher is responsible for leading the work to support disabled pupils and those with special educational needs. She also takes a leading role in managing how the pupil premium funding is used. It is as a direct result of her diligence and care that these groups of pupils are making such remarkable progress.
- The headteacher and staff recently contributed towards the Department for Education's School Teachers' Review Body process.
- A comprehensive process to check the performance of staff is firmly established and regular meetings to check on pupils' progress ensure that teachers are held to account for pupils' achievement in their class.
- The new primary school sport funding is being used to provide more clubs for pupils to attend as well as to improve the quality of teaching in physical education lessons. While this is still at a relatively early stage of development, more children are attending clubs than ever before and staff speak positively about the training they are receiving.
- While leaders recognise that progress in reading made by the most able pupils is improving, they are keen that further improvements are made. Ambitious targets for improvement have been set and plans agreed with governors. Leaders now need to keep a careful watch on how these plans are being implemented to ensure their success.
- Middle leaders also play a valuable role in driving forward improvements in their subject areas. They are skilled at providing training for staff and additional support when required. They keep a careful watch on the progress that pupils make across the school.
- Leaders ensure that a very broad and rich range of activities is provided to enhance the subjects that are being taught in lessons. Since the time of the last inspection, these opportunities have been significantly improved and recognised by, for example, the Basic Skills award, the Inclusion Charter Mark, Eco Schools and International Schools Award and the Biodiversity Challenge Award.
- The local authority has full confidence in the school's leadership and considers it only necessary to maintain a light-touch monitoring role. The headteacher is very highly regarded and supports improvement in a number of other schools locally.
- **The governance of the school:**
  - The governing body is very well informed. It compares how well the school is performing against others nationally. It robustly challenges school leaders and holds them to account for pupils' achievement. Governors have approved plans to improve the reading attainment of the most able pupils and agreed targets that are to be met by the end of the summer term 2014. Governors are very strong supporters of the school. They understand the headteacher's vision for the school and value her leadership. They have an accurate knowledge of the quality of teaching and its impact on pupils' learning, because they visit school regularly and speak to pupils about their experience of school life. They oversee the performance management of staff effectively and ensure that pay awards are only made when targets have been met. Governors check carefully on the use of additional funds, such as the pupil premium funding, and ensure good value for money. They also check that safeguarding arrangements are met.

## 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>	106756
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	431324

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	465
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gill Hemsworth
<b>Headteacher</b>	Ann Marshall
<b>Date of previous school inspection</b>	20 January 2009
<b>Telephone number</b>	01302 852200
<b>Fax number</b>	01302 855454
<b>Email address</b>	headteacher@warmsworth.doncaster.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

