

Warmingham CE Primary School

School Lane, Warmingham, Sandbach, Cheshire, CW11 3QN

Inspection dates 23–24 September 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher provides strong leadership. She is ambitious for the school and has high expectations of staff and pupils. Her determination to improve the school is shared by all members of the school community.
- Children in the Reception Year get off to a good start. The good progress they make continues through the school for the different groups of pupils in reading, writing and mathematics.
- Teachers know pupils well and, as a result of good teaching and an exciting range of subjects and topics, pupils' achievement is good.
- The school has very effective systems for identifying pupils who are experiencing difficulties and well-planned support ensures that these pupils learn well.
- Relationships in school between pupils and staff are excellent. Pupils do well because the school takes very good care of them as individuals.
- Pupils' behaviour and attitudes are outstanding. Consequently, lessons are orderly and pupils are very attentive.
- The curriculum is well planned and promotes pupils' spiritual, moral, social and cultural development extremely well.
- Parents and pupils agree, and the inspection confirms, that the school's efforts to keep pupils safe and secure are outstanding.
- School leaders and governors work well together to raise pupils' achievement and improve the quality of teaching.

It is not yet an outstanding school because

- Teachers' expectations of what pupils can achieve, particularly the most able, are not always high enough.
- Marking of pupils' work does not always make it clear what pupils need to do to improve. When good advice is given, pupils do not always reflect on or act on the guidance.
- Standards of handwriting are too variable. In some classes pupils do not receive enough guidance on handwriting or the time to practise their skills.

Information about this inspection

- The inspector observed eight lessons taught by five teachers and observed one of these jointly with the headteacher. The inspector also visited classrooms to look closely at pupils' work.
- The inspector talked with pupils and listened to some Key Stage 1 and Key Stage 2 pupils reading.
- Meetings were held with staff, the Chair of the Governing Body and other governors. A telephone discussion was held with the School Improvement Partner.
- The inspector looked closely at the school's work, including minutes of meetings of the governing body, the school leaders' analysis of how well the school is doing and its improvement plan, documents relating to behaviour and safeguarding and the school's data on pupils' progress.
- The inspector took account of the 18 responses from parents recorded in the online questionnaire, Parent View. Inspectors also had informal conversations with groups of parents at the start and end of the school day.

Inspection team

Michael Hewlett, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- Almost all pupils are of White British heritage. A few pupils are from minority ethnic backgrounds.
- The school has an above average proportion of pupils who enter and leave the school at other than the usual times.
- No pupil is currently at an early stage of learning English as an additional language.
- The proportion of pupils who are disadvantaged and therefore eligible for the pupil premium is well below average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those children looked after by the local authority.
- In 2013, the school met the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- Pupils are taught in three mixed-age classes, although Reception children have their own learning area. The numbers in each year group range from six to 11 pupils.
- The school has achieved the International School Mark.

What does the school need to do to improve further?

- Improve the quality of teaching in order to raise achievement further by ensuring that:
 - teachers always have high expectations of what pupils can achieve, particularly the most able
 - marking always informs pupils about what they have to learn next and pupils reflect on and act on the guidance
 - guidance about handwriting is consistent in all year groups and pupils practise the skills they need regularly.

Inspection judgements

The leadership and management is good

- The school is well led by the headteacher who demonstrates a clear vision for making the school the very best it can be. This determination to improve the school continually is shared by senior leaders, staff and governors. Morale is high because all staff feel valued and know that their hard work is appreciated.
- The headteacher knows the school well and her judgements of how well the school is doing, reflected in the self-evaluation document, are accurate.
- Regular and detailed checks ensure that pupils are making the best possible progress and steps are taken swiftly to provide just what is needed to support those who are not. For example, the dip in performance in Year 6 results in 2013 which was due to specific learning and behavioural difficulties in that cohort was quickly addressed. Priorities were changed and support for individual pupils was more carefully targeted resulting in better test scores in 2014. This illustrates the school's commitment to tackling discrimination in any form and giving every pupil an equal opportunity to succeed.
- School leaders have adopted robust systems for managing the performance of teachers. Teachers' pay is clearly linked to how effectively they enable pupils to learn. Staff training is suitably linked to targets set for teachers, as well as the current priorities for improving the school. For example, improvements in the rates of progress made by the pupils identified as having special educational needs in the school has followed training provided for teachers and teaching assistants in how best to offer intervention and support.
- The school receives 'light touch' support from the local authority. It has chosen to employ an external Improvement Partner who provides the school with just the right balance of challenge and support.
- Middle leaders have an accurate overview of learning throughout the school and carry out their roles diligently.
- Leaders and governors are meticulous in ensuring that all pupils are safe and well looked after. The overwhelming majority of parents are happy with the school's leadership.
- The range of subjects planned offers stimulating and creative opportunities to learn. Pupils enjoy good opportunities to develop an interest in music, sport and the arts as well as learn a modern foreign language such as French or Spanish. Successfully improving pupils' knowledge of languages and making links with schools in other countries helped the school to achieve the International School Mark.
- Very good use has been made of additional primary school sport funding to improve the quality of sports coaching and to introduce a much wider range of sports for pupils to try. As a result, more pupils are participating in sporting activities and this is making pupils 'a lot healthier' in the view of school council members.
- **The governance of the school:**
 - Governance is good. Governors know the school very well because they visit regularly and receive high-quality information from senior staff. Governors are well trained and bring a wide range of skills to the role, for example, knowledge of financial, personnel and health and safety matters. They ask probing questions to check that the quality of teaching and learning and the achievement of all groups of pupils are not just being maintained, but improved. Extra funding is used well for the benefit of the disadvantaged pupils who are eligible for this support and their progress is tracked closely. Governors have a detailed understanding of how well pupils are doing in comparison with those in other schools and they understand what data about pupils' performance mean.
 - Governors ensure that the progress of pupils is rigorously linked to teachers' pay rewards and that safeguarding arrangements meet requirements.

The behaviour and safety of pupils is outstanding

- The behaviour of pupils is outstanding. It contributes well to their highly successful learning. Pupils thoroughly enjoy school and eagerly await the start of lessons. Their thirst for learning is evident in all classes and their enjoyment of school is reflected in their excellent attendance which is high.
- Pupils are exceptionally proud of their school, unfailingly courteous and warmly welcoming to visitors. A typical pupil comment was, 'We are a very friendly school, where everyone is welcome.'
- Pupils know that staff care about them and celebrate their achievements in and out of school. This is reflected in another pupil comment, 'If there are any problems I know that all the adults at Warmingham will be there to help me.'
- Pupils show great respect for other cultures and faiths and understand the rights of people to hold

different beliefs. They benefit greatly from the strong links the school has with the local church and with schools in other communities with a different mix of cultures and backgrounds.

- Pupils really enjoy the responsibilities they are given. Members of the school council make sure that other pupils' views are represented and describe how they can influence which books are bought for the library. Pupils also explained how the school's rules and regulations mirror their expectations of life in modern Britain. 'If we don't keep to the rules then it won't be fair for anyone else.'
- Older pupils thoroughly enjoy acting as 'buddies' and prefects, helping to ensure that any worries or concerns are sorted out on the playground. Indeed, the pupils benefit greatly from the school's systems which help them to take responsibility for their actions and appreciate the effect they have on others.
- The school's work to keep pupils safe and secure is outstanding. Staff ensure that pupils know a great deal about how to stay safe and healthy and the possible dangers posed by strangers, new technology and the internet in particular. As one pupil pointed out, 'Teachers always try to keep us safe and teach us about not sharing information on the internet that might put us in danger.'
- Pupils show a really good understanding of the different forms of bullying and deepen their understanding through sensitive discussions in school. In discussions with inspectors, pupils were adamant that bullying very rarely happens, but were confident that should it occur, they can trust staff to sort it out fairly.
- Parents' responses to the school's survey of their views show that parents are pleased with the standards of behaviour and safety in school.

The quality of teaching

is good

- Pupils enjoy their lessons and talk about the interesting and exciting activities they undertake. 'They try to make sure we understand everything we do and so no one feels worried,' is a typical comment from pupils.
- Work seen in pupils' books, checks on lessons and feedback from parents confirm that teaching is good over time. All the parents who responded to Parent View said they would recommend the school to others.
- Teachers have high expectations of pupils' behaviour. Pupils' good social skills and positive attitudes to learning are well promoted. As a result, relationships at all levels are excellent. This contributes very well to pupils' good progress in school.
- Pupils are enthusiastic and persevere with tasks for long periods often revisiting their work to make sure it is the best they can do. During an activity in Year 5/6, pupils adopted the roles of investigative journalists asking their partner suitable questions to elicit sufficient information for the article that they wanted to write. They made good use of technology, filming their interviews and offering constructive feedback on how they could improve their technique. For example, one girl commented, 'I think I used too many closed questions which meant the responses were pretty boring.'
- Effective displays of pupils' work celebrate their achievements; these help to create bright and attractive classrooms.
- Although marking is done regularly, it does not always give pupils a clear enough idea of how to improve their work. When marking does do this, pupils do not always reflect on or act on the guidance and so it does not provide effective support for pupils to improve.
- Learning across the school is well planned with activities that engross pupils. However, expectations of what pupils can achieve are not always high enough, particularly for the most able, which means that pupils do not always learn as much as they should. For example, some younger pupils were given activities that required them to calculate number bonds to 10. It was clear that this work was too easy for the most able members of the group.
- Handwriting is not always given enough emphasis in every class, resulting in inconsistencies through the school and some pupils producing written work that is hard to decipher.
- Pupils' spiritual, moral, social and cultural development is promoted very well in lessons and permeates all aspects of school life. 'We often take time to think about how lucky we are and whether we have helped others enough,' was how one pupil described his experience.
- Teaching assistants provide effective support for pupils. This support contributes well to pupils' effective learning, is sensitive and caring and enables all pupils to integrate fully.

The achievement of pupils is good

- Pupils in Year 1 build on the good rates of progress made by children during their Reception Year. These good rates of progress in reading, writing and mathematics continue through Years 1 and 2. Consequently, by the end of Key Stage 1, pupils reach standards that are above the national averages in these three subjects. Similarly good results have been achieved for the last three years.
- The picture of achievement is more varied in Key Stage 2, owing in part to the higher than average levels of pupils who join the school at times other than the usual start for primary education and the small numbers of pupils in each year group. For example, during the last 18 months, over one fifth of pupils were new to the key stage.
- In the 2013 national tests for Year 6 pupils, standards in writing were above the national average, in reading they were average and in mathematics they were below. Unvalidated results for 2014 show that this dip has been reversed with pupils reaching standards in all three subjects that are well above the national averages.
- School records of pupils' progress and the work in their books confirm that pupils in school now are securely on course to meet and, in many cases, exceed the rates expected of them.
- Pupils develop good writing skills and express their ideas confidently. However, standards of pupils' handwriting vary from class to class. Some older pupils' handwriting is hard to decipher making it difficult to check whether an answer is correct.
- The school's focus on improving reading skills is paying off with results from the 2013 Year 1 national screening check on phonics (letters and the sounds they make) showing that pupils reached higher levels than pupils nationally. Pupils' enjoyment and love of reading is evident across the school. They were keen to talk to the inspector about books and authors they liked.
- Subjects are well linked so that pupils are able to use their writing and mathematical skills in other subjects such as science and history. This helps pupils to continue to use their skills in literacy and numeracy and make faster progress.
- Over time, the most able pupils generally make good progress in all subjects. Current work seen in school, together with the unvalidated results of 2014 tests for Year 6 pupils, indicate that a higher proportion than the national average are now reaching Level 5 and Level 6. Nevertheless, progress of the most able pupils could be even better. Some of the tasks set for them to complete are not challenging enough.
- Disadvantaged pupils are supported well and make similarly good rates of progress to other pupils in the same year group. Given the very small numbers of these pupils in school, any comparison between their attainment in English and mathematics and that of other pupils in the school and of disadvantaged pupils nationally would be statistically unreliable.
- The progress of disabled pupils and those who have special educational needs is closely checked and they receive good quality support from well-trained teachers and teaching assistants. Consequently, they make the same good progress as other pupils. This demonstrates the school's successful commitment to equality of opportunity for the different groups of pupils including those who join the school late.

The early years provision is good

- When children join the school in Reception Year, their individual skills can vary from year to year but are usually similar to those typical for their age. Children flourish in their Reception Year where they learn to share, follow routines and quickly show politeness and good manners.
- Children enjoy using the outdoor area. For instance, a group of children count everyday objects that they find in the outdoor classroom and successfully match them to numbers up to 10.
- Through the wide range of opportunities and activities, children in Reception make good progress from their starting points. As a result, almost all children end their Reception Year with a good level of development. This ensures that they are well prepared for the work they will encounter in Year 1.
- The most able children make good progress overall, but some could do better. Occasionally, the tasks they undertake are too easy.
- Disabled pupils and those who have special educational needs progress well. Good support from adults boosts pupils' confidence and helps them to develop a positive approach to their learning.
- Good quality teaching and well-organised activities help children to become more confident and assured learners. Children regularly talk about what they are doing and know what is expected of them, the routines to follow and the boundaries to respect.
- Children's personal development and behaviour are excellent. They learn to play together happily and

have warm friendly relationships with adults and with each other.

- Leadership and management of the Reception Year are good. The varied curriculum meets the wide range of needs of the children. The provision successfully contributes to children's excellent physical and emotional health, safety and well-being, including their spiritual, moral, social and cultural development.

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

Unique reference number	111345
Local authority	Cheshire East
Inspection number	448409

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	71
Appropriate authority	The governing body
Chair	Phillip Goggin
Headteacher	Helen Friend
Date of previous school inspection	23 June 2010
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