

Warberry Church of England Foundation Primary School

Cedars Road, Torquay, TQ1 1SB

Inspection dates

11–12 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	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 acting headteacher and the senior leaders provide determined and effective leadership. This has led to significant improvements in the quality of teaching and pupils' achievement since the previous inspection.
- Senior leaders rigorously check teaching and its impact on pupils' achievement. They ensure that teachers have the right level of support and training in order to improve their practice.
- Teaching is consistently good. Teachers plan challenging work to interest and motivate pupils so that they enjoy learning and achieve well.
- Teachers' helpful advice in their marking enables pupils to make improvements to their work, which increases their rate of progress.
- All groups of pupils make good progress in all subjects and as a result, attainment is rising in both Key Stages 1 and 2 to above average levels.
- Children make good progress from their starting points in the early years, because of the well-planned provision. The large majority develop the knowledge and skills that they need to start Year 1 as confident learners.
- Pupils' behaviour is exemplary. They have extremely positive attitudes to their learning and are proud of their school. Pupils say that they are kept very safe in school and their parents agree.
- Governors have an accurate understanding of the school's strengths and areas for improvement. This knowledge enables them to provide good levels of support and challenge to school leaders.

It is not yet an outstanding school because

- On occasions, teaching does not stretch all pupils to the full in writing and mathematics.
- Sometimes teaching assistants do not make a full enough contribution to pupils' learning.
- Middle leaders are not yet fully effective in improving the teaching and learning in their areas of responsibility.

Information about this inspection

- The inspectors observed teaching and learning across the school, some in conjunction with the acting headteacher. In addition, they made visits to classrooms, two assemblies, the dining hall, the breakfast club and the playground.
- Meetings were held with pupils, members of the governing body and school leaders. The lead inspector also met with a representative of the local authority and the National Leader of Education who supports the school.
- Inspectors took account of the 105 responses to the online questionnaire (Parent View) and written correspondence, as well as consulting informally with parents at the start of the school day. They also took account of the 35 responses to the Ofsted staff questionnaire.
- Inspectors observed the school's work and looked at a range of documents, including the school's improvement plans. They examined information on current pupils' progress, minutes of the governing body meetings, safeguarding procedures and the plans for the use of additional sports funding.
- Inspectors listened to pupils read, talked to them in classrooms and evaluated samples of their work.

Inspection team

Sandra Woodman, Lead inspector	Additional Inspector
Marian Marks	Additional Inspector
Paul Hodson	Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school. Children join the school in the Nursery or Reception classes. Key Stage 1 and Key Stage 2 pupils are organised in 12 classes, all of which are single-age group.
- The acting headteacher took up post in November 2014.
- The very large majority of pupils are White British.
- All the children in the early years (Reception classes) attend full time. All the children in the Nursery class attend part-time.
- The proportion of disadvantaged pupils supported by the pupil premium is below average. This is additional government funding for those pupils who are eligible for free school meals or children who are looked after by the local authority. Currently, there are no children on roll who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is below average.
- The school provides care for pupils through the breakfast and after school clubs.
- The school is supported by a National Leader of Education (NLE) from the neighbouring Shiphay Learning Academy.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress, at the end of Year 6.

What does the school need to do to improve further?

- Secure typically outstanding teaching and further accelerate achievement by:
 - making sure all teachers provide high levels of challenge for all pupils in writing
 - introducing a wider range of good quality investigations in mathematics that encourage pupils to think hard and deepen their understanding
 - ensuring that all teaching assistants are given the support and training they need to become fully effective in developing pupils' learning.
- Extend the skills of middle leaders so that they make a fuller contribution to the monitoring and development of teaching and learning.

Inspection judgements

The leadership and management are good

- Over the past year, changes to the leadership and staff team have led to an increase in the rate of improvement in the teaching and pupils' achievement. The acting headteacher and the senior leaders have taken decisive steps to ensure that effective teaching and exemplary behaviour are the expectation.
- The acting headteacher has brought a greater clarity to self-evaluation and improvement plans focus very sharply on the correct priorities. Systematic and thorough checking of teaching, followed by well-planned support and training have secured good teaching and better achievement for pupils.
- The National Leader of Education and local authority consultants have been instrumental in enabling the school to improve quickly. They have helped leaders, including governors, to raise the expectations of teachers, evaluate rigorously the school's performance and respond to the information from assessments effectively.
- Middle leaders have worked alongside colleagues to implement new initiatives, such as those to improve what the school provides for disabled pupils and those with special educational needs. However, they are not yet sufficiently involved in checking the impact on teaching and learning. They do not always ensure that teaching assistants have the necessary training in order to make a full contribution to pupils' learning.
- Teachers' targets are challenging and are helping to improve their practice. Teachers know that any pay increases are dependent on pupils making good progress.
- The school promotes equality of opportunity well and tackles discrimination effectively, with very few incidents of harassment since the previous inspection.
- The pupil premium funding for disadvantaged pupils is used to good effect to support and improve pupils' academic and personal development through individual or small-group work. Consequently, these pupils make good progress and achieve as well as others in school.
- The quality of spiritual, moral, social, cultural development is strong and helps pupils respect each other and value their differences. Pupils' understanding of British values is promoted very well, for example, when learning about democracy when the school recently held its own 'general election'. This ensures that pupils are suitably prepared for life in modern Britain.
- Learning across subjects is interesting and varied. Leaders have taken effective steps to ensure that there are plenty of opportunities for purposeful writing in other subjects. This is having a positive impact on standards of writing across the school.
- Checks show that the school has used the additional sport fund wisely. Staff have received suitable training through working alongside sports coaches, and the uptake of sports clubs is high, including for disadvantaged pupils. Pupils have enjoyed developing their skills in a wide range of sports, such as athletics, cricket and Tai kwon-do.
- Parents are extremely supportive of the school. They appreciate the good levels of communication and the approachability of the acting headteacher.
- Safeguarding procedures fully meet statutory requirements. School leaders make sure that staff training is up-to-date in areas such as child protection.
- **The governance of the school:**
 - Since the previous inspection, governors have made sure that they are better trained and equipped with the knowledge and skills required to check on the school's work effectively. They have an accurate understanding of how well the school is doing in comparison to the national standards, as well as the quality of teaching.
 - Governors visit the school regularly and work alongside leaders to evaluate the improvements being made to the quality of teaching and pupils' progress. This information helps them to provide leaders with good levels of challenge and to hold them to account robustly.
 - Governors know how the performance of teachers is managed to improve teaching, with any underperformance being tackled promptly and rigorously. They know how performance is linked to pay progression.
 - Financial management is sound. Governors are aware of how additional funds are spent to improve the achievement of disadvantaged pupils and to develop school sports. They know the impact of funding on pupils' achievement.

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

- The behaviour of pupils is outstanding. Pupils' exemplary conduct and readiness to learn reflect the high expectations placed on them by leaders and staff. In conversation, pupils say how much they enjoy their learning and taking part in all of the opportunities the school offers. 'It's close to perfection' was one such typical comment from a pupil, and others concur.
- Pupils show a considerable desire to learn and be successful. This was clearly evident in mathematics in Years 5 and 6, where pupils were keen to discuss and challenge each other's ideas when problem-solving. Throughout the school, pupils display high levels of concentration and resilience as learners in tackling difficult work.
- There is a wide range of responsibilities for pupils to undertake, such as school councillors, playground helpers or 'ambassadors' for behaviour. Pupils are very dedicated in the way they carry out these roles and take their responsibilities very seriously in helping each other to behave exceptionally well and stay safe.
- There are regular opportunities for pupils to contribute their views to the decisions made about their school. Pupils say that adults take good account of their views, for example, when selecting new books for the library.
- Although behaviour in lessons and around the school are exemplary, achievement is not yet outstanding because some aspects of teaching are holding back progress from being rapid.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say that they feel very safe in school because of the good attention paid by the adults to their welfare.
- Parents agree very strongly that their children are happy in school because they are well looked after.
- Incidents of bullying and derogatory language are extremely rare. Pupils are aware of what constitutes bullying and the forms this can take, such as physical bullying or emotional bullying on the internet. They are very confident that any minor issues are sorted out promptly and effectively by adults.
- Pupils are well trained in keeping themselves safe on the computer. They have designed leaflets and posters to explain to others how to maintain their personal safety online and avoid putting themselves in any danger.
- Attendance has been above average in recent years. There is hardly any persistent or unauthorised absence due to the prompt action taken by the school to eradicate this.

The quality of teaching is good

- Teaching is typically good. The improvements made to teaching since the previous inspection ensure that all groups of pupils achieve well, in all subjects.
- Teachers plan a variety of activities that interest and motivate pupils of different abilities to be successful. Increasingly, they have high expectations of pupils and they work hard to make sure the learning is challenging and enjoyable.
- Teachers have good subject knowledge and use this when planning tasks to make sure that they build on pupils' prior learning. They give clear explanations to pupils and check their understanding routinely, re-shaping their questioning to clarify meaning and aid progress.
- The marking and guidance given to pupils, in line with the school's policy, is clear and helpful. Teachers' comments enable pupils to make effective improvements to their work, speeding up their progress.
- Reading is taught well. Teachers encourage pupils to read widely and often, across a range of literature. Comprehension skills are taught systematically through small-group activities.
- Good teaching of mathematics is evident in the high proportion of pupils making better than expected progress by the end of Key Stage 2. Number skills are taught systematically with good opportunities for pupils to apply these skills and discuss their findings.
- Teachers encourage pupils to apply their excellent knowledge of grammar, punctuation and spelling to their written work. They check pupils' writing regularly, adding helpful comments. Consequently, written work is revised continually and this enables pupils to complete extended pieces of writing across subjects to good standards.
- In the past year, the support for disabled pupils and those with special educational needs has been well

targeted so that they make better progress. The support for disadvantaged pupils is effective and enables them to make good progress and thrive in all aspects of school life.

- Teachers receive precisely tailored support and training to ensure their practice continues to improve. They have benefited from advice and help from more experienced colleagues in a neighbouring outstanding school. However, as yet, not all teaching assistants have been provided with sufficient training to ensure they make a full contribution to the learning of the pupils they support.
- Teaching is not yet outstanding. On occasions, teachers do not stretch all pupils with sufficiently challenging writing activities, which limits progress. In mathematics, teachers do not always extend pupils' thinking to the full through good quality investigations across other areas, such as geometry and statistics.

The achievement of pupils

is good

- Achievement is good for all groups of pupils, in all subjects. Since the previous inspection, pupils have made faster progress, which is leading to a rising trend in attainment at the end of Key Stages 1 and 2. The standards reached are above the national average by the end of Year 6.
- Disadvantaged pupils achieve as well as others in school and nationally. In 2014, their attainment in Year 6 was similar to others in school and nationally in mathematics, reading and writing. The additional funding is used precisely to meet pupils' needs, such as for individual support in literacy and numeracy, or the opportunity to learn a musical instrument.
- The most-able pupils are challenged well in their work and increasing numbers of pupils reach the higher National curriculum levels by the end of each key stage. Attainment for this group has improved in Key Stage 1. In 2014, it was line with the national average. Above average proportions reached the higher National Curriculum levels in mathematics and reading by the end of Key Stage 2. In 2014, their attainment in writing was in line with the average for the most-able pupils nationally.
- Disabled pupils and those with special educational needs make similar progress to their classmates as their provision is more carefully targeted now. This has not always been the case in recent years, though their needs are now being met effectively. They make particularly strong progress in reading due to the focused individual support that they receive.
- Pupils soon become fluent and confident readers due to the well-organised teaching of reading skills. They enjoy their reading across a wide range of literature. Older pupils speak knowledgeably about different authors and demonstrate an excellent understanding of what they have read.
- Overall, standards of pupils' writing in their English books and across other subjects are impressive. Pupils delight in using new and challenging vocabulary in their work. For example, in Year 3 pupils wrote their geological reports effectively as if they were the 'experts', using words such as 'non-permeable' and 'porous' accurately. On occasions, not all pupils are challenged to the full in their writing activities and in a few instances they could achieve more.
- Pupils' progress in mathematics is good due to the systematic teaching of number skills and calculation. Older pupils say that they enjoy challenging investigations where they have to prove or disprove theories about numbers and then justify their ideas to others. However, there are not enough of these activities in other areas of mathematics such as geometry and statistics that encourage all pupils to make connections and deepen their understanding of mathematical concepts.

The early years provision

is good

- The improvements made to the provision since the previous inspection, have ensured that children's achievement has improved year on year. The proportion of children achieving good levels of development now exceeds the national average.
- Most children enter school with the knowledge and skills typically found for their age. From their starting points, they make good progress across all areas of learning. They start Year 1 as confident learners with the skills and knowledge expected for their age and increasing proportions exceed these.
- Children's understanding of numbers is well developed. Children enjoy the challenges set for them on their individual 'challenge' cards. Teachers make sure that no time is wasted and move children on quickly as soon as they grasp concepts.
- Teaching is good with an appropriate balance of activities that encourage children explore their own ideas as well as those directed by adults. The well-designed provision, both indoors and outdoors, motivates children to take an interest in all aspects of learning. For example, some children enjoyed 'judging' each

other's singing and playing in the performance area, while others were engrossed in gardening, carefully planting and labelling their seeds.

- The adults check on children's learning regularly and adjust the activities to take account of any children who require extra support or those who are most-able.
- The more precise teaching of phonics (the sounds that letters represent) this year ensures that all children are making faster progress in their reading and writing. On occasions, not all children are challenged enough in their writing and some could achieve more.
- Children behave extremely well, are kept safe and secure, and look after each other very sensibly. They tidy up efficiently without any fuss, manage their own snack time very responsibly and know how to follow the school rules for health and safety.
- The early years is well led and managed and the adults work well together as a cohesive team. Sometimes teaching assistants do not always have the necessary knowledge and skills to help all children to learn effectively.

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	113403
Local authority	Torbay
Inspection number	462460

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	412
Appropriate authority	The governing body
Chair	Sarah Pearce
Headteacher	Dawn Ryan, acting headteacher
Date of previous school inspection	11–12 June 2013
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