

# Warlingham Village Primary School

85 Farleigh Road, Warlingham, CR6 9EJ

**Inspection dates** 11–12 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Outstanding</b> <b>1</b>
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Early years provision	Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school

- Warlingham provides a very warm and welcoming environment in which pupils thrive and flourish. Pupils make excellent progress, both academically and personally, to develop into confident young people. They leave school with high aspirations and a tangible thirst for learning.
- School leaders and governors are highly motivated and have taken decisive action to bring about rapid improvements since the previous inspection. Teaching has improved and is now outstanding.
- Pupils make excellent progress in reading, writing and mathematics over time. They reach standards that are above average by the end of Year 6.
- High quality support for disabled pupils and those who have special educational needs has enabled them to progress at similar rates to their classmates.
- All teachers have high expectations for pupils. They set challenging activities and demand that pupils work hard in class. The quality of teachers' marking and the guidance they provide to pupils is exemplary.
- The curriculum is imaginatively planned and highly stimulating so that pupils enjoy learning and progress exceptionally well. It is enhanced by a wide variety of enriching activities that promote pupils' spiritual, moral, social and cultural development very effectively.
- Pupils have excellent attitudes to school. They behave exceptionally well in class and when they move around the school. They feel very safe in school owing to the high quality of care and support provided for them.
- Staff have benefited from a rigorous programme of training that has improved their skills at all levels. Consequently, they are well prepared for their roles as future leaders. Subject leaders are highly trained and provide excellent support to less experienced colleagues.
- Children make excellent progress in the early years to reach levels of development that are above those typically expected for their age.
- School leaders and governors are justifiably proud of their school. They know their strengths and they have ambitious plans for future development.
- The school council plays a very active role in contributing to school improvement. Elected members seek the views of their classmates to decide what improvements will be of most benefit to all pupils.
- Although pupils work hard in all subjects, there are a very few occasions, particularly when completing topic work, that they do not always present their work as neatly as they could.

## Information about this inspection

- The inspectors observed pupils working in 12 lessons or parts of lessons, seven of which were observed jointly with senior leaders. They observed pupils in class and as they moved around the school. Inspectors looked at work in pupils' books and they listened to pupils reading in Year 2 and Year 6. Inspectors attended one assembly and they spoke to pupils in the playground at lunchtime.
- Inspectors held meetings with school leaders, groups of pupils and four governors including the Chair of the Governing Body. They also held a meeting with a representative from the Glyn Learning Foundation (GLF) partnership.
- Among the documents scrutinised were school plans for improvement, minutes from governors' meetings, information regarding pupils' learning and progress and records relating to pupils' behaviour and attendance. Inspectors also scrutinised documents showing how the school keeps pupils and staff safe at school.
- The views of parents were taken into account by analysing 33 responses to the online survey, Parent View. Inspectors also spoke informally to parents during the inspection. Staff views were taken into account by analysing the eight responses to the staff survey.

## Inspection team

Joy Considine, Lead inspector

Additional Inspector

Gill Walley

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school and pupils are taught in single-aged classes.
- The school is part of the Glyn Learning Foundation (GLF) academy chain. It converted to an academy in September 2013 and has not previously been inspected as an academy. When its predecessor school, Warlingham Village Primary School, was last inspected by Ofsted, it was judged to be good.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is lower than the national average.
- The proportion of pupils known to be eligible for pupil premium funding is lower than usual. This is additional funding to support those pupils who, in this school, are eligible for free school meals. There were very few eligible pupils in Year 6 in 2014.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- There is provision for children in the early years in the Reception class. These children attend school full time.

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

- Ensure that all pupils consistently present their work to the highest possible standard.

## Inspection judgements

### The leadership and management are outstanding

- School leaders are highly ambitious and have created a culture of high expectations. As a result, pupils achieve exceptionally well both academically and personally. Teamwork is very strong. Together, staff and governors have brought about significant improvements to the quality of education since the previous inspection. Staff morale is very high.
- All groups of pupils, regardless of background, are inspired to work hard and achieve well. Consequently, they all have equal opportunities to succeed and there is no discrimination. Pupils across the school respond very well to teachers' high expectations by behaving exceptionally well in class and around the school. By the end of Year 6, pupils are highly motivated and look forward to the next stage of their education.
- School leaders have made very effective use of the additional funding to support disadvantaged pupils. Staff provide extra support in class where it is needed so these pupils achieve at least as well as their classmates. Funding is also used to subsidise educational visits so that disadvantaged pupils have the same opportunities as other pupils. This helps to develop their social skills as well as increasing their confidence and enjoyment of learning.
- School leaders are reflective and constantly seek new ways of improving on what they already do exceptionally well. Their plans for future development are based on a thorough analysis of performance and, as such, provide a secure platform for further improvement.
- Leaders at all levels are highly skilled and are used by both the GLF and the local authority to provide support to other local schools and schools within the academy chain. Subject leaders are highly trained and very competent to support and develop the skills of younger staff. Consequently, teaching of reading, writing and mathematics is now outstanding.
- There is a planned programme of monitoring in which checks on teachers' performance are regularly made. Leaders visit classrooms both formally and informally and they frequently scrutinise work in pupils' books. They provide high quality feedback and advice to teachers that help them to develop their practice to a high standard.
- The curriculum is especially well planned and provides many opportunities for pupils to use their literacy and mathematical skills when learning other subjects. Pupils study subjects linked together under a main theme. For example, pupils in Year 6 studied various aspects of the Second World War, allowing them to gain a deeper understanding of life at that time.
- Pupils learn about the beliefs and cultures of those from other faiths and this helps them to develop an understanding of different points of view. They reflect on moral issues such as respect, rule of law and liberty to prepare them well for life in modern Britain.
- There is a wide range of additional activities such as music and dance as well as residential visits for older pupils. This adds greatly to their enjoyment of school as well as promoting their spiritual, moral, social and cultural development very effectively.
- In discussion with the school council, leaders have used the additional primary physical education and sport funding to provide an outdoor gym in the school grounds. This has been installed very recently and pupils are looking forward to physical education lessons outdoors following staff training. Pupils currently enjoy a wide range of sporting activities, including team competitions with other local schools.
- Arrangements to keep pupils safe at school are meticulous. All adults visiting school are thoroughly checked and arrangements to protect pupils are robust. All policies and procedures relating to safeguarding pupils are fully up to date.
- The GLF provides the school with excellent support and this has led to the rapid improvements since the previous inspection. The large majority of parents who completed the survey, or who spoke to inspectors during the inspection, were confident in the leadership of the school. They said that leaders were highly visible and responsive to any concerns they may have.
- **The governance of the school:**
  - Governors share leaders' high aspirations and expectations for all pupils. They provide a high level of challenge to leaders and work in close partnership with all stakeholders within the school community. They know that standards have improved and are above average, and that pupils across the school make excellent progress. They know that school leaders have worked tirelessly to improve teaching so that a high proportion is now outstanding. They make robust checks to ensure that the school's systems to manage teachers' performance are robust and that only the best teaching is financially rewarded.
  - Governors are confident that school leaders will take appropriate action to tackle any signs of underperformance. They visit classrooms regularly to see for themselves how well the school runs on a

day-to-day basis. They ensure that the school meets all statutory responsibilities and that finances are managed efficiently to ensure best value for money.

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

### **Behaviour**

- The behaviour of pupils is outstanding. Pupils love coming to school and they thoroughly enjoy all aspects of school life. Consequently, they behave exceptionally well in class and around the school. They have very positive attitudes and show respect towards each other and to adults.
- Because teaching captures their interest, pupils are never off task in lessons. They work very hard individually, in small groups or as a whole class. Pupils respond enthusiastically to teachers' questions and have the confidence to raise questions of their own. They get on very well together regardless of background, demonstrating excellent social and moral development.
- Pupils are polite, friendly and helpful. They care about each other and quickly intervene should a problem arise. Older pupils enjoy their responsibilities to help younger children by making sure they get back to their classroom on time. The school council is highly effective in bringing about improvements and seeks the views of others when doing so. Members have a clear understanding of the democratic process, having been elected to their roles by their classmates.
- Playtimes are happy occasions with pupils from all age groups playing organised and non-organised games together. There have been no recent exclusions and school records show very few reported incidents relating to poor behaviour.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe in school because adults provide a high level of care towards them. They say that all adults are friendly and approachable. Staff know their pupils well and provide excellent support to the very small number of pupils whose circumstances may make them more vulnerable.
- The school's systems to ensure the safety of pupils are excellent. Systems are thorough and regular checks are made by governors and the GLF to ensure that pupils are free from harm. Risk assessments for educational visits are robust.
- Pupils have an excellent understanding of how to keep themselves safe outside school. They have a very good awareness of different forms of bullying, reinforced regularly in assemblies. They know that they have to be careful when using the internet and to report any untoward incidents immediately to adults. They are not aware of any bullying in school.
- Parents, staff and governors are confident that pupils are safe in school and that they are looked after very well.

## **The quality of teaching** is outstanding

- Teaching is consistently good with a high proportion that is outstanding. Teaching is stimulating and inspires a love of learning in pupils. Teachers set tasks that are interesting and challenging. Consequently, all pupils work hard and strive to do their best.
- Measures taken by staff to improve pupils' writing skills have been particularly effective and so pupils across the school write fluently and confidently. There has been a strong drive to improve pupils' basic skills of spelling, punctuation and grammar and this has led to substantial gains in their progress.
- The teaching of reading is exceptionally good across the school. Group activities are purposeful and work is very well matched to pupils' needs. Teachers ensure that pupils develop independent reading skills by providing them with exercises that develop their fluency and understanding. Teachers use assessment information very effectively to check pupils' learning and ensure they make at least good progress.
- Mathematics lessons are lively and engaging and make pupils want to learn. Teachers have excellent subject knowledge; they ask questions that probe pupils' thinking and develop their understanding to a great depth. Work in pupils' books shows that they work hard and complete a significant amount of work in class.
- A strong feature of the teaching found in this school is the exemplary marking and guidance provided to

pupils. Marking is thorough and provides very clear guidance to pupils about what they have done well and what they need to do to improve their work further. When it is clear that a pupil has successfully completed their work, they are provided with a further challenge that builds on what they have learned. Where pupils are less successful, they are given additional help so they achieve the task and progress well.

- Teaching assistants make a strong contribution to pupils' learning. They support disabled pupils and those who have special educational needs by sensitively probing them and by breaking tasks down into manageable steps. Teaching assistants work in close cooperation with teachers to ensure that pupils are provided with the right level of support.

### The achievement of pupils

**is outstanding**

- Pupils' achievement across the school is outstanding. They make excellent progress across the school and achieve standards that are above average in reading, writing and mathematics. They are exceptionally well prepared for the next stage of their education.
- Disabled pupils and those who have special educational needs achieve especially well. Staff are skilled in teasing out their particular difficulties and providing the right support to help them to overcome any barriers to learning. They are provided with additional help in classrooms or they work in small groups to help them to develop their confidence and achieve well.
- The high level of challenge presented in classrooms helps the most-able pupils to progress well. This is reflected in the increasing number of pupils reaching the highest levels at the end of both Year 2 and Year 6. Pupils are highly motivated and strive to meet their ambitious targets.
- The few pupils eligible for the additional funding make good or better progress than their classmates. This is because staff diligently track their academic and personal development to ensure they have the same opportunities as other pupils. There were too few pupils in Year 6 in 2014 to report their progress and attainment in comparison with pupils nationally.
- Pupils' achievement in writing has improved because basic skills are taught very effectively in Key Stage 1. It is also because pupils have extensive opportunities to practise their literacy skills when learning other subjects. The standard of work seen in pupils' topic books is mostly of very high quality and shows that pupils frequently reflect on what they have learned through writing. Just occasionally, the presentation of pupils' work is not always as good as it should be and this spoils the overall appearance of their work.
- Pupils across the school love reading. They read both for pleasure and to find information and have developed a wide range of skills by the end of Year 6. The teaching of letters and sounds (phonics) gives pupils a sound base so that, by the end of Year 1, their attainment in the phonics screening check is well above average.
- Pupils make excellent progress in mathematics. This is because work builds securely on what they have previously learned and because staff provide work that is at exactly the right level for them. They have an excellent grasp of the four operations of number (addition, subtraction, multiplication and division) and use this to solve complex problems related to real-life situations. Consequently, all work is meaningful and relevant and extends pupils' understanding.

### The early years provision

**is outstanding**

- Children get off to an excellent start in the Reception class. They are warmly welcomed into a safe and stimulating environment where they are very well cared for. Both indoors and outside, areas are imaginatively planned with a wide range of good quality resources to stimulate children's interest.
- Children work and play happily together both in the classroom and outdoors. Staff provide a wide range of activities to ensure that opportunities for learning are not missed. Children behave exceptionally well in both class-based activities and in the outdoor area because they feel safe and secure.
- Staff ensure that parents are fully involved in their children's education. They take steps to ensure that parents are engaged and that they contribute to children's learning journeys. Consequently, parents are pleased with their children's progress and believe that they are safe and happy in the Reception class.
- Staff have very high expectations and they encourage children to take risks and 'have a go'. Consequently, children make excellent progress, particularly in all aspects of literacy and mathematics. They are very well prepared for Year 1.
- Staff use a wide variety of evidence to assess pupils' skills and development. These assessments are checked by senior leaders and by the local authority who are confident in their accuracy.

- Teaching is outstanding. The Reception teacher has benefited from training and uses assessment information exceptionally well to prepare activities that well meet the developmental needs of children. There is a good balance of those activities that are led by adults and those that children choose for themselves.
- The leader has an excellent understanding of the strengths of provision and has exciting plans for further improvement and is, consequently, well placed to improve further.

## 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>	139916
<b>Local authority</b>	Surrey
<b>Inspection number</b>	450058

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>	Academy sponsor-led
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stuart Mitchenall
<b>Headteacher</b>	Geoff Green
<b>Date of previous school inspection</b>	9 July 2013
<b>Telephone number</b>	01883 622747
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