

Warboys Community Primary School

Humberdale Way, Warboys, Huntingdon PE28 2RX

Inspection dates 24–25 November 2015

Overall effectiveness **Requires improvement**

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Although the quality of pupils' work is improving, progress in Key Stage 2 has not been sufficiently rapid for pupils to reach the standards expected at the end of year 6.
- The actions taken by leaders to improve teaching, while effective at Key Stage 1, have not yet had enough impact at Key Stage 2 and so good teaching is uneven.
- Disadvantaged pupils are not catching up as quickly in Key Stage 2 as in Key Stage 1, particularly those who are more able.
- Although new subject leaders have good plans to raise pupils' achievement their impact on improving teaching and learning is at an early stage.
- Pupils' attitudes to learning are not always good, particularly when they are working without an adult.
- Leaders have not ensured that all parents understand the actions leaders take to improve the school and so some parents are not able to fully support them.
- Teachers do not give pupils enough opportunities to develop perseverance through working hard for a sustained amount of time, particularly in writing.
- Staff do not always plan tasks to stretch more-able pupils. They are not quick enough to identify those pupils who are ready to move on to further challenges. Consequently more-able pupils do not always make as much progress as they should.
- Some teachers do not routinely encourage pupils to produce their best work and take responsibility for their own learning. As a result some pupils do not show enough pride in their work and presentation is untidy.

The school has the following strengths

- The Early Years Foundation Stage has continued to improve and is now a strength of the school.
- Leaders' actions to improve provision in Key Stage 1 have been effective and pupils at the end of Year 2 now achieve as well as others nationally in reading and mathematics.
- Gaps between disadvantaged pupils and others have narrowed so that in Key Stage 1 some make better progress than their peers.
- The governing body has taken effective action following an external review of governance and now provides stronger support and challenge.

Full report

What does the school need to do to improve further?

- Improve teaching so that it is consistently good in all classes by:
 - giving pupils sufficient time in lessons to focus on tasks which challenge and deepen their learning
 - ensuring that all teachers and support staff check the progress that pupils are making so that they can move on those who are ready more quickly
 - making sure teachers consistently plan lessons which challenge more-able pupils.

- Provide greater opportunities for pupils to take responsibility for their own learning and improve their attitudes to learning by:
 - encouraging pupils to do their very best every lesson and take pride in their work
 - helping pupils to develop the skills to find things out for themselves.

- Raise achievement at Key Stage 2 by:
 - developing pupils' literacy and numeracy skills more effectively through other subjects and topics designed to inspire, engage and motivate them
 - ensuring that pupils are given more opportunities to apply their learning in a range of contexts
 - increasing the proportion of pupils, including disadvantaged pupils, who make more than expected progress.

- Improve the effectiveness of leadership and management by:
 - taking steps to more actively engage parents with the work of the school so that they can fully support their children's learning
 - ensuring that leaders at all levels, including those new to their roles, take greater responsibility for improving outcomes
 - making more explicit leaders' vision for improvements and their expectations of what pupils should achieve through clearer and more measurable success criteria in the school's development plan.

Inspection judgements

Effectiveness of leadership and management requires improvement

- The action taken by senior leaders to improve teaching has not yet ensured that the quality of teaching is consistently good in Key Stage 2. A high proportion of new teachers have joined the school since the last inspection in October 2013 but leaders have not been proactive in providing support swiftly to these teachers, particularly those who are newly qualified, in order to secure high-quality teaching. Leaders are aware of this and are now providing more timely support to teachers to improve their practice. However, it is too early to see the impact of this work. As a result, good teaching is uneven and pupils' outcomes at the end of Year 6 have not been as good as they should be.
- The headteacher and governors share a clear vision for improving the school but their expectations are not made sufficiently explicit to all staff. The school's improvement plan lacks clear benchmarks against which to measure the school's success.
- Some subject leaders are new to their roles. With support from local authority advisers, subject leaders have quickly formed plans to improve pupil outcomes. These are currently being put into practice but it is too early to show impact. Subject leaders are not working together closely enough to share important information, for example about the progress of disadvantaged pupils. As a result they do not have a common understanding of which groups are achieving well and which need to improve further.
- Leaders are committed to securing equal opportunities for all pupils. Pupil premium funding supports some pupils well, particularly those in Key Stage 1, and as a result these pupils are making good progress. However, this is not the case for all. Leaders have made improvements to the support given to disadvantaged pupils in Key Stage 2. However, these improvements are too new to have yet made a difference.
- Parents are broadly supportive of the school but a few are uncertain about the school's strategies to improve pupils' achievement. For example, although attendance at parents evenings has improved, the Easter classes for Year 6 were not well attended because some parents were unclear of the benefits and missed this important opportunity to help their children.
- The school's curriculum covers a range of topics such as the Egyptians, and crime and punishment; literacy is developed through these topics. However, pupils do not get enough opportunities to develop and deepen their knowledge and skills in subjects such as science and history because lessons focus too much on writing about the subjects rather than learning the skills and knowledge for the subject. Pupils in these lessons sometimes lose interest and so do not improve their literacy skills either. By contrast, leaders recognise that better-planned activities such as the school's themed days each term are much more successful in developing pupil's knowledge and understanding across a range of subjects. In these lessons, pupils also produce better work, including writing. Extra-curricular activities such as arts club, dance club and a range of sporting events and activities are enjoyed by pupils and contribute well to pupils' development and progress.
- The school promotes pupils' spiritual, moral, social and cultural development well through lessons and special events, including through events such as art displays which parents purchase. The recently established choir is well supported by pupils and parents. Pupils also spoke with enthusiasm about the school's project around cultural diversity. Pupils understand right and wrong and listen to each other's views sensibly.
- Pupils understand British values because this is promoted effectively through work such as that in Year 5 and Year 6 about democracy and voting. The school council provides pupils with the opportunity to represent other pupils' views, which they enjoy. The school council is taking an active part in making the entrance to the school more welcoming and a better showcase for their achievements. They have written to governors to take their ideas forward. However, there are currently not enough opportunities to give all pupils a sense of responsibility.
- The school's sports premium is used effectively to ensure that all teachers are confident in promoting sport and in teaching physical education competently. The school has taken a much more active part in local sports competitions with other schools because pupils are now much keener to participate in after-school sports activities. The school has been awarded the silver sports mark, which recognises the improvements in sporting participation in the school.
- **The governance of the school**
 - Since the previous inspection an external review of governance has led to considerable reorganisation and improved efficiency of the governing body. The governors now have a range of experience which

they use effectively to hold the school to account. Improvements include changes to the composition of the governing body and its committee structures that have made it smaller and more sharply focused on school improvement. Governors challenge leaders about pupil performance and about the accuracy of their assessments and predictions. Governors recognise the progress that the school has made but know that further improvement is required.

- Governors fulfil their responsibilities in managing performance and challenge leaders about teacher performance in relation to pay awards. They use information about the quality of teaching and pupil outcomes provided to them to reach decisions about pay awards and, as a result, challenge where they feel a pay award is not justified.
- The arrangements for safeguarding are effective. The school carries out risk assessments and appropriate checks on those appointed to work at the school. The school's appointment of a parental support worker who also works with other agencies contributes to keeping pupils safe. The governing body fulfils its responsibilities with regard to safeguarding and child protection. Pupils told inspectors during the inspection that they feel safe in school and the large majority of parents who completed the Ofsted questionnaire also agreed that their child is safe in school.

Quality of teaching, learning and assessment requires improvement

- Teachers do not always provide sufficient challenge for more-able pupils. One reason for this is that teachers do not regularly check during lessons to see which pupils are ready to move on. As a result, more-able pupils are not always stretched enough to achieve as well as they could.
- Teachers plan some lessons which engage and enthuse pupils, for example when more varied resources are used as starting points. In these lessons pupils are keen to take part and make good progress in writing. However, this is not always the case and in lessons that are less well planned pupils do what is asked of them but do not make as much progress as they should because they do not do enough thinking for themselves.
- The quality of teachers' written feedback and marking has improved since the last inspection. There are good examples of comments that have really helped pupils to progress. However, not enough pupils use teachers' feedback and marking as a basis for corrections or to attempt a higher level of challenge.
- Pupils are taught basic skills well but are not given enough opportunities to apply their learning in a range of contexts. In mathematics, for example, pupils do not apply their mathematical skills to everyday problems regularly enough.
- Although there are examples of work in subjects such as history and geography that offer opportunities to develop key skills such as writing, these are not always used as effectively as they could be. In contrast, an unexpected visit by the police to show their special tractor stimulated work across the curriculum in the Early Years Foundation Stage.
- Leaders acknowledge that learning is better when pupils are given enough time to develop their interest, persevere and sustain their progress. For example, themed curriculum projects lasting a full day or full week and which enable staff to work to their strengths bring out the best in teachers and pupils. Because pupils enjoy these thematic approaches they work hard and produce work of a good standard.
- Displays of better work are helping to raise pupils' aspirations, but these are not used effectively enough in all classrooms. Pupils' work is sometimes untidy and has too many errors in basic spelling and punctuation, which is not regularly corrected. Teachers do not make clear to pupils what their expectations are and what quality of work they are looking for. This means that pupils do not always know how to improve their work so it is the best it can be.
- Teachers work together to share expertise, and this is an improvement since the last inspection. For example, in Year 6 the teachers regularly team teach, which enables the more experienced teacher to model good practice.
- Teachers give pupils regular opportunities to work in pairs and groups to discuss their work. They do so sensibly and this helps them to clarify their ideas.
- Carefully planned support is provided by teachers and teaching assistants for pupils who need to catch up. In the individual support sessions provided, the progress of each child is tracked very closely and this has a positive impact on pupils' progress. This approach has been used to good effect in Year 1 and Year 2 and has started to accelerate the progress of older pupils where this approach is now being used. In these sessions, the adults are sensitive to pupils' needs and make every effort to help explain misconceptions in order to improve pupils' confidence.

- Teaching at Key Stage 1 has improved since the last inspection because teachers work together to plan interesting lessons. Year 1 and Year 2 teachers have created an attractive environment in their classrooms in which pupils' work is celebrated and where the environment is used to enhance learning. For example, 'working walls' help pupils remember key features of their learning when they are expected to work by themselves with minimal adult supervision.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupil's personal development and welfare requires improvement because staff do not always encourage pupils to give of their best in lessons, or to take pride in their work. As a result, pupil's work is sometimes untidy and poorly presented.
- Pupils are not always encouraged to develop the skills they need to find things out for themselves without adult supervision. Not all pupils leave the school with the skills and knowledge that they need for the next stage in their education. Pupils themselves do not understand what it means to be 'ready for secondary school', telling inspectors that they think it simply means being able to write with a pen.
- Disabled pupils and those with special educational needs are closely supported. However, the leader for special educational needs recognises that these pupils are also not always given enough opportunities to develop independence in their learning.
- Pupils are confident that bullying is rare and that if it does occur teachers will deal with it appropriately. Some pupils expressed their concerns about the dangers of cyber bullying out of school but thought that school leaders would deal with this effectively. Pupils demonstrated in their discussions that the school has raised their awareness of different types of bullying and of issues relating to e-safety. The pupils who are anti-bullying ambassadors take their role seriously and contribute to other pupils feeling safe and supported.
- Pupils told inspectors that they enjoy school and that they like their teachers. Relationships between pupils and teachers in classes are positive.

Behaviour

- The behaviour of pupils requires improvement because pupils' attitudes to learning are not always good. Pupils sometimes lose interest during lessons and become distracted, particularly when teachers spend too long explaining tasks. When pupils are working without an adult, they often do not concentrate as much as they should and distract each other by talking about things other than their work.
- Pupils are polite in class to each other and to teachers. They cooperate well when working in pairs and groups. However, some pupils do not take enough care of each other when playing outside at break times. For example, when playing football pupils do not routinely check if anyone is in the way before kicking the ball. Most pupils behave sensibly inside and outside. A few pupils are too passive in lessons, not taking part in their learning, but the same pupils are overly boisterous while playing outside.
- Attendance is below average. The school has identified that the overall figure is influenced by the poor attendance of particular families and is working positively with all relevant agencies to address this issue and to improve attendance overall. This work is beginning to have an impact. Attendance of disadvantaged pupils has improved since last year due to the school's provision of a breakfast club which some pupils attend.

Outcomes for pupils require improvement

- Some pupils do not make enough progress in reading, writing and mathematics across Key Stage 2 and as a result not enough pupils leave the school at the end of Year 6 having achieved the standards they are capable of. Work in pupils' books in Key Stage 2 shows that some pupils are now making better progress. However, others are still not progressing rapidly enough to make up for underachievement in the past.
- In writing, too few opportunities are given for pupils to practise and extend their writing. Handwriting, punctuation and spelling remain weaker areas of writing because teachers are not consistently ensuring that practice, for example in handwriting, improves pupils' everyday writing.
- Pupils in Key Stage 1 are now making better progress and are achieving in line with national expectations at the end of Year 2 in reading and maths. Pupils' books seen during the inspection show that pupils' writing is improving in Key Stage 1.

- In 2015 the proportion of pupils achieving the expected standard in the Year 1 phonics (letters and the sounds they make) fell to below national averages. The school has responded rapidly by reviewing its phonics provision. Pupils now start learning their sounds in the Reception class so that more pupils enter Year 1 with a better understanding of letters and the sounds they make. During the inspection, pupils in the Reception classes were seen practising their phonics and making good progress.
- Although pupils achieve some good-quality work in subjects such as history, their progress is inconsistent because pupils' key skills and knowledge in subjects across the curriculum are not developed systematically.
- Too few pupils achieve higher levels by the time they leave the school because more-able pupils are not always given work which will challenge and deepen their thinking. Teachers do not always help more-able pupils to move on quickly enough when they are ready to do so and as a consequence some finish their task and do little.
- Steps taken by school leaders to improve outcomes for disadvantaged pupils are working well in Key Stage 1 and these pupils are now achieving in line with or above other pupils nationally. In Key Stage 2 pupils make progress at a similar rate to others in the school, but this is not rapid enough for some to catch up. The gap between these pupils and others at the end of Year 6 is still too wide.
- Most pupils with disabilities or special educational needs make progress in line with others in the school because the additional support provided for them is effective. Teaching assistants work with individuals closely to ensure that they understand the work provided and to give explanations when they have difficulties.

Early years provision

is good

- When children start school, around half have the skills that are typical for their age, while the other children have skills that are lower than typically found, especially in language and literacy.
- Children make good progress in the early years. The proportion reaching a good level of development was slightly above average in 2015 and has been rising for the last three years.
- Good teaching in the early years means that all children, including those with specific needs such as those who are disabled or those with special educational needs, are continuing to make good progress. They are being well prepared for life in Year 1.
- There is a strong and effective focus on promoting personal, social and emotional development and this aspect of the curriculum is particularly strong. Despite only being in school a short time, children are friendly and confident. They persevere well with their work, for example using the 'mud garden' to explore the properties of different materials. In role play areas, children make good use of their imagination to explore new ideas.
- Adults focus strongly on teaching children about the importance of good behaviour and staying safe. As a result, children behave well and are happy at school.
- There are good systems for assessing children's prior learning. Ongoing progress is detailed well in 'learning journals' which paint a clear picture of children's learning over time. All adults, including teaching assistants, play their part in checking children's learning.
- Phonics and early reading skills are taught well. Children quickly gain an understanding of the sounds that letters make and they are beginning to use these skills to attempt to spell words or write sentences. Teachers give children good opportunities to write and they make it purposeful. For example, children enthusiastically write short sentences in Hanukkah cards or when making lists in the role play areas.
- Teachers and other adults provide good challenge to children most of the time. The well-resourced outdoor area is used well to promote learning, especially in physical development. Adults are generally adept at asking the right sort of question to move learning on, but there are occasions when adults do not respond quickly enough to move learning on or to help children who are struggling.
- Child protection and safeguarding arrangements are thorough. There are no breaches of welfare arrangements. Adults know the children extremely well and cater for their individual needs with great care. They ensure that children are kept safe.
- The new leader of the early years has quickly got to grips with the main priorities for improvement. There is a strong focus on improving children's progress in writing because this is the aspect of literacy which is typically weakest at the end of the Reception year. The new leader is working hard to strengthen partnership with parents and to engage more fully with them. The good effect of this is seen in the many parents who have sent in 'WOW' cards to celebrate children's successes at home.

School details

Unique reference number	110715
Local authority	Cambridgeshire
Inspection number	10001947

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	258
Appropriate authority	The governing body
Chair	Steve Dodd
Headteacher/Principal/Teacher in charge	Angela Boxall
Telephone number	01487 822317
Website	www.warboys.cambs.sch.uk
Email address	office@warboys.cambs.sch.uk
Date of previous inspection	9–10 October 2013

Information about this school

- The school is an average-sized primary school.
- The very large majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils known to be eligible for pupil premium funding is below average. The pupil premium is additional funding for those pupils who are, or have been, eligible for free school meals at any time in the last six years, and children in the care of the local authority.
- In 2015 the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The proportion of disabled pupils and those who have special educational needs who are supported by a statement or an education, health and care plan is above average.
- The school provides a breakfast club which is managed by the governing body.
- Since the previous inspection there have been a number of changes of teaching staff and a new Chair of Governors is now in post.

Information about this inspection

- Inspectors observed lessons in all classes, assembly, playtimes and lunchtimes. Some joint observations were carried out with senior leaders.
- Inspectors looked at pupils' books, school assessment information, the headteacher's evaluation of teaching and learning and a range of school documents.
- Inspectors met with senior and middle leaders, with newly qualified teachers, with a selection of parents in the playground and with some pupils from Years 3, 4, 5 and 6.
- Inspectors heard a small number of pupils read from across the year groups.
- Inspectors met with a representative from the local authority and with five members of the governing body.
- Policies and procedures for the safeguarding of pupils were examined, including mandatory checks made during the recruitment of new staff, arrangements for e-safety (keeping children safe online when using electronic media) and risk assessments undertaken for educational visits.
- The views of 62 parents who responded to Ofsted's online questionnaire, Parent View, were taken into account and 27 staff questionnaires.

Inspection team

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