

# Warnham CofE Primary School

Freeman Road, Warnham, Horsham, West Sussex RH12 3RQ

## Inspection dates

12–13 February 2019

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

## Summary of key findings for parents and pupils

### This is a good school

- Leaders and governors have successfully addressed the weaknesses identified at the last inspection. The quality of education has improved significantly.
- Governance has been successfully reviewed. Governors understand their roles and the school's priorities for further improvement. They provide appropriate support and challenge.
- Pupils' progress is strong, particularly in the early years and key stage 1. In key stage 2, a legacy of underachievement is being successfully addressed.
- Proportions of pupils achieving expected standards at the end of key stages 1 and 2 have risen. They are above national averages in several aspects of English and mathematics.
- Writing and science skills at key stage 2 need to be improved further. Pupils do not apply their knowledge of grammar, punctuation and spelling well enough. Scientific investigation skills need to be developed further.
- Leaders have supported teachers to achieve common approaches that build learning systematically. Leaders have created a culture of improvement and teachers value the support they receive.
- Teaching is well planned to build understanding and skills over time. Teachers ensure that tasks are appropriately challenging to move learning forward for all pupils.
- Teachers have secure subject knowledge. They make effective use of assessment to plan next steps in learning.
- The early years provision is outstanding. The provision is very well led by an experienced and knowledgeable teacher. Children enjoy a rich environment and learn exceptionally well.
- Pupils behave well and have positive attitudes to learning. Teachers emphasise the skills of being an effective learner. Pupils enjoy positive relationships and work well together. There are high levels of mutual respect.
- Pupils are happy and safe at school. They are well supervised and cared for. They trust adults at school and are confident to seek support if they have a worry. There is a strong culture of safeguarding and staff are well trained in all aspect of keeping pupils safe.
- Leaders have ensured that the wider curriculum is broad and balanced. Pupils develop significant skills, for example in French, computing and music.

## Full report

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

- Leaders and teachers need to further improve pupils' progress in writing at key stage 2 by:
  - ensuring that pupils apply their skills in grammar, punctuation and spelling more consistently in order to improve the quality of their writing
  - giving pupils more opportunities to edit and refine their work, so that their writing becomes more accurate and meaningful.
- Improve pupils' skills in scientific investigation, so that they conduct simple experiments, test out ideas and draw scientific conclusions from the results they gather.

## Inspection judgements

### Effectiveness of leadership and management

Good

- Leaders have successfully addressed the weaknesses identified at the last inspection. They have rightly focused their attention on improving the quality of teaching and pupil outcomes. They have significantly improved both.
- Leaders pay close attention to pupils' progress, carefully checking on their learning. This is regularly reviewed. Leaders carefully guide staff in adjusting teaching as necessary.
- Leaders have inherited a legacy of underachievement, which particularly affects older pupils in key stage 2. Leaders' actions have had a positive impact on the progress these pupils are currently making. Many of these pupils have caught up since they left key stage 1 and are now achieving the expected standards of attainment for their age.
- Leaders have ensured a consistent approach to teaching throughout the school. The impact of this is particularly evident in key stage 1, where pupils' skills and knowledge are being built up systematically. This has significantly improved outcomes at the end of key stage 1.
- Leaders have an accurate understanding of the school's strengths and priorities for improvement. They routinely monitor the quality of teaching. They provide accurate feedback to teachers which helps them to continuously improve. Teachers feel they receive clear messages and expectations. They understand the school's direction of travel. Teachers feel secure in taking the right actions to develop effective teaching.
- Teachers are exceptionally positive about the support they receive from leaders. They appreciate the whole-school approaches that have been introduced. This has led to greater consistency and a sense of trust among staff.
- Leaders have created a culture of continuous professional development and dialogue. Teachers also feel that pupils' behaviour has improved as a result of the agreed strategies leaders have introduced.
- The overwhelming majority of parents and carers speak highly of the school and would recommend it. One parent's comment is typical: 'This is a wonderful school which has provided a safe, nurturing environment for my son. He is taught according to his needs, using a variety of methods with experienced, dedicated staff. Expectations are high but achievable. The school is led very well, which creates a positive, motivating atmosphere, celebrating all successes however big or small. It is a happy place to be and I am so pleased my son is part of it.'
- Middle leaders have a comprehensive understanding of the priorities for improvement. They have introduced new and effective approaches to teaching English and mathematics. For example, new initiatives have had a very positive impact on pupils' reading and writing skills. New approaches have significantly improved pupils' ability to reason mathematically and solve problems.
- The headteacher has appropriately distributed leadership so that it can have more impact. Middle leaders actively train, coach and support colleagues to make teaching as effective as possible. All leaders have a clear focus on improving pupils' progress. This

has had a powerful impact in key stage 1 and is steadily improving outcomes in key stage 2.

- The local authority and the diocese have supported the school effectively since the last inspection. The school has worked closely with another local school to share and develop expertise.
- The special educational needs coordinator (SENCo) has implemented an effective system for tracking the progress of pupils with special educational needs and/or disabilities (SEND). She has provided training which has improved staff members' understanding of pupils' individual needs. The provision for pupils with SEND is well led and managed. These pupils make generally good progress.
- Pupil premium funding is effectively spent to support disadvantaged pupils. It provides a range of additional support and resources for these pupils. They make good progress.
- The primary physical education (PE) and sport premium is effectively used to promote pupils' participation in sport. Most pupils are involved in extra-curricular sporting activities. Pupils' uptake of opportunities to be physically active has increased.
- Leaders are developing the wider curriculum, particularly in relation to personal, social and health education (PSHE). The curriculum enables pupils to develop knowledge and skills in subjects. For example, pupils in Year 6 have a developed understanding of the Second World War. They have used art very effectively to symbolise the impact of conflict. Pupils' knowledge of science progresses well, but their skills of investigation and drawing conclusions are less well developed.

### **Governance of the school**

- A review of governance was carried out as recommended by the last inspection. Governors have a clearer understanding of their responsibility and are less reliant on the headteacher to guide them. They have ensured that the governing body has the right spread of skills to discharge its role effectively. Governors now undertake an annual review of their effectiveness.
- As a result of the training they have received, governors are now well equipped to make good use of information about the school's progress. This enables them to provide the right balance of challenge and support.
- Governors routinely ask detailed questions about the progress of different pupil groups. Every governing body meeting includes a specific focus on pupils' progress. Governors carefully evaluate the impact of new initiatives and specific funding.
- Governors use visits to the school, working alongside leaders, to monitor the progress of the school's improvement plan. They accompany leaders in reviews of pupils' work and achievement, evaluating the effectiveness of new initiatives. They ensure that leaders regularly check the quality of teaching.
- Governors are rightly maintaining a focus on outcomes in key stage 2. They know these must improve further. They have challenged leaders to secure further improvements in pupils' rates of progress, particularly in writing.
- Governors are vigilant in ensuring that all aspects of the school's safeguarding work are effective.

## Safeguarding

- The arrangements for safeguarding are effective.
- Staff are well trained in all aspects of keeping children safe. If they have concerns about a pupil's safety or welfare, they know how to refer their concerns. They do so promptly. They know their pupils well, so can spot changes in mood or demeanour that may suggest a pupil is at risk of harm. Their training has provided them with a clear understanding of the signs of abuse.
- The school carries out a full range of vetting checks before appointing new staff. Records of recruitment checks are carefully maintained, and all statutory requirements are fully met. New staff are made fully aware of the school's safeguarding procedures as part of their induction.
- The designated safeguarding leaders' training is up to date. They have the necessary expertise to support, train and advise colleagues. They respond quickly to concerns raised by staff and appropriately make referrals to outside agencies. They maintain detailed and timely records of actions taken in response. When necessary, they follow these up robustly to ensure that pupils and families receive the support they need.
- Governors are well trained. They oversee all aspects of safeguarding, maintaining complete confidentiality and ensuring that policies and procedures are followed.
- Pupils feel safe and trust the adults at school to keep them safe. They say they are confident to share a worry with an adult if necessary. They say adults support them well and help to sort things out when something concerns them.

### Quality of teaching, learning and assessment

**Good**

- Teaching in the early years and key stage 1 is highly effective. Teachers build up pupils' learning systematically over time, so that they acquire secure skills and knowledge. Phonics is particularly well taught, enabling pupils quickly to develop reading and writing skills. By the end of Year 2, pupils read confidently, fluently and independently and they have the skills to spell with increasing accuracy.
- Teaching in key stage 2 is also effective, although a little more variable in a minority of lessons. In most lessons, pupils make strong progress as a result of well-planned sequences of teaching and learning. In a minority of lessons, teaching and tasks are not well matched to pupils' abilities. Some tasks are too challenging, and pupils learn less successfully.
- Following a programme of training and support, a common approach to teaching mathematics has been developed. This is having a positive impact on pupils' skills and understanding. For example, pupils throughout the school have improved their ability to solve problems and reason mathematically. They can justify and prove their answers as a result of teachers' well-developed focus on these skills.
- A common approach has also been adopted in the teaching of English. For example, the teaching of writing is approached through four phases. This starts with exploring a text type and moves to the children writing and publishing their own work in the same genre. Pupils build up their writing skills systematically over time. The impact has been

particularly strong in key stage 1. In upper key stage 2, the approach is helping pupils to achieve appropriate standards following a period of underachievement.

- Teachers have secure subject knowledge which enables them to build effectively on pupils' prior learning. They make good use of questioning to probe understanding and identify misconceptions. They use assessment well and provide feedback to pupils to move learning forward.
- Pupils have positive attitudes to learning and relationships between teachers and pupils are strong. Teachers have helped pupils to develop their resilience as successful learners. Pupils are confident to attempt suitably challenging tasks. They are keen to be challenged and recognise that they will make more progress when tasks are suitably hard.
- Teaching assistants are deployed effectively and have appropriate subject knowledge to support pupils. They have all been trained in phonics and are particularly effective in supporting early reading and writing.
- Pupils with SEND are well supported and make good progress from their starting points.
- Specialist teaching has successfully supported subjects such as French, computing and music. For example, pupils are achieving good levels of attainment in French. They can role play conversations in a French café setting, using a range of relevant vocabulary. Pupils in Year 5 can write sequences of programming algorithms.

## **Personal development, behaviour and welfare**

**Good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have well-developed abilities to work together in pairs and small groups. They enjoy productive relationships and support each other well in tasks.
- Pupils understand what they must do to become effective learners. They recognise that learning involves effort and can be hard. They have developed the resilience to accept challenge and are very keen to challenge themselves. Pupils have a drive to achieve well, often seeking to extend their learning.
- Pupils enjoy opportunities to talk about wider issues affecting the world, such as fair trade. They respect people from different cultures and faith backgrounds. They understand that life is different in other parts of the world. As a result of their study of the Second World War, Year 6 pupils have a well-developed understanding of the impact of conflict and racism. They have symbolised this through their artwork.
- Pupils are happy and safe at school. Parents echo this and say their children are safe and well cared for at school. Pupils know how to keep themselves safe, for example when online.
- Anti-bullying week has had a positive impact on pupils' understanding of bullying and how to deal with it. Pupils say that bullying is not a problem at the school. They say that if someone says unkind words, adults are quick to deal with it.

## Behaviour

- The behaviour of pupils is good.
- Pupils are well behaved and have positive attitudes to learning. In a minority of lessons, where teaching is not well matched to pupils' abilities, they drift off task and some are disruptive. Poor behaviour is rare, however, and instances of repeated poor behaviour are few.
- Pupils value the school's behaviour policy and respond well to the traffic-light system for signalling appropriate behaviour. They conduct themselves well throughout the school day, both in lessons and at playtimes. They enjoy happy friendships and play well together at breaktimes and lunchtimes. Pupils are well supervised throughout the day.
- Attendance is currently above the national average. A few pupils are affected by persistent absence, which mainly results from term-time holidays. The headteacher does not authorise such absences and parents are aware of the importance of full attendance.

### Outcomes for pupils

### Good

- In 2018, attainment at the end of key stage 1 was above the national average for reading and mathematics. Attainment in writing was in line with the national average. This reflects an upward trend since 2016, when attainment was below the national average.
- In 2018, key stage 2 attainment was above the national average in reading and broadly in line for mathematics. Writing lagged behind reading and mathematics. This also reflects considerable improvement since the last inspection.
- Current key stage 1 pupils are making good progress in both English and mathematics. Carefully planned, systematic teaching develops pupils' skills and knowledge very effectively. Pupils build up their skills as readers and writers securely, steadily gaining greater levels of independence. The proportions of pupils on track to reach the standards expected at the end of key stage 1 are greater than those seen in 2018. A greater proportion are also on track to exceed these expectations.
- Pupils currently in key stage 2 make good progress. In Years 5 and 6, leaders and teachers are addressing a legacy of underachievement. Pupils are making good progress, but some have further to go in order to meet the national expectations at the end of key stage 2. However, the proportion on track to do so has grown considerably since these pupils were in key stage 1. This reflects strong progress. Attainment in writing is still lower than in reading and mathematics, but teachers are supporting pupils well to close the gap.
- While historical weaknesses in the teaching of writing are being addressed, in key stage 2 there is still some variability in progress. Most pupils are developing skills in composition and writing for different purposes. They make increasingly effective use of a variety of techniques to engage the reader. Their use of spelling, grammar and punctuation is not as well developed. They do not take enough care to edit their work and ensure its accuracy.

- New initiatives in the teaching of mathematics have had a positive impact on pupils' progress. Pupils are developing reasoning and problem-solving skills confidently. They understand and can explain mathematical concepts, providing a rationale for their answers.
- Teaching effectively extends mathematical thinking and pupils' abilities to make connections between different concepts. For example, pupils in Year 6 have a fluent understanding of the relationship between fractions, decimals and percentages. They can accurately solve a range of contextualised problems using these skills. Pupils are effectively challenged, and tasks build well on their prior learning.
- The progress of disadvantaged pupils and pupils with SEND is good. Disadvantaged pupils often make better progress than other pupils nationally. Pupils with SEND are well supported and learn well. Some of these pupils are given one-to-one support so that they can fully participate in activities alongside other pupils.
- In the wider curriculum, pupils are making strong progress, for example in French. Older pupils are achieving an impressive range of skills in conversational French. Pupils acquire scientific knowledge well, but their scientific investigation skills are not progressing as strongly. Pupils do not have enough opportunities to undertake investigations, and collect and interpret results. Their skills of drawing scientific conclusions are not well enough developed. Pupils' skills, knowledge and understanding in music and computing are progressing well. Pupils are well prepared for the next stage of their education.

### Early years provision

### Outstanding

- The early years provision is exceptionally well led and managed by a knowledgeable teacher. The quality of teaching and learning is outstanding.
- The environment is attractively presented and well resourced, providing children with rich learning experiences. All areas of early years learning are very effectively provided for and children make very strong progress.
- The proportion of children who achieve a good level of development has been consistently above the national average. The proportions exceeding national expectations are increasing.
- Children develop early literacy and numeracy skills very well. They have developed reading, writing, counting and geometry skills very effectively, both through adult-led and child-initiated play. They use their growing knowledge of phonics to build and decode words. For example, in a topic about the solar system, children were using phonics to attempt spellings of the planet names. These skills are skilfully supported and reinforced by well-trained adults.
- The outdoor area provides many engaging activities and children are confident to learn and play independently. Activities provide opportunities to develop social and communication skills. Adults skilfully support play and use questioning to extend children's thinking and use of vocabulary. For example, in a conversation about numbers, a teacher encouraged children to add on and take away different amounts. Children can recognise quite large numbers and quantities.
- A high level of attention is given to the safety and welfare of children. Safeguarding in



the early years is effective. Children understand the routines and are confident in the environment. They enjoy very positive relationships with adults.

- Strong leadership and teaching result in positive outcomes for children. The early years leader makes very effective use of assessment to identify next steps in learning. Children make very good progress. Where she identifies potential gaps, teaching is appropriately adjusted. Teachers have very well-developed knowledge of the characteristics of effective learning in the early years.
- Parents are effectively involved in their children's learning. They accompany their children during early visits when children join the school. They attend demonstration lessons on phonics, so that they understand how the knowledge of sounds is taught. This enables them to support phonics skills at home. Parents are also encouraged to contribute, for example via email, cooking and early morning reading sessions.

## School details

Unique reference number	125998
Local authority	West Sussex
Inspection number	10053200

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	The governing body
Chair	Hilary Farquhar
Headteacher	Shirley Kirby
Telephone number	01403 265230
Website	<a href="http://www.warnhamschool.org.uk">www.warnhamschool.org.uk</a>
Email address	<a href="mailto:head@warnhamprimary.co.uk">head@warnhamprimary.co.uk</a>
Date of previous inspection	29 November 2016

## Information about this school

- Warnham is a voluntary controlled Church of England primary school. It was last inspected under section 48 of the Education Act 2005 in March 2018.
- Reviews of governance and pupil premium spending have been undertaken since the last inspection. Leaders and governors have responded positively to recommendations made.
- The school has received support from the local authority, the Diocese of Chichester and another local primary school.
- The school continues to work collaboratively with other local schools to share expertise and provide professional development for teachers.

## Information about this inspection

- The single central record of recruitment checks, and the school’s safeguarding policies and procedures were scrutinised.
- Inspectors observed teaching and learning jointly with school leaders in all classes.
- Inspectors spoke to pupils about their learning and looked at their work across all subjects.
- Inspectors met with parents on the playground at the end of the first day of the inspection.
- Inspectors considered the 98 responses to Parent View, Ofsted’s online questionnaire, and the 15 free-text comments.
- Inspectors considered the 17 responses to Ofsted’s staff survey and held discussions with staff about their work.
- Inspectors met with the designated safeguarding lead and reviewed her records and several case files.
- Inspectors held meetings with senior and middle leaders, representatives of the governing body, and the SENCo. Inspectors also spoke to a representative from the local authority and from the Diocese of Chichester.
- Inspectors met with a group of pupils and gathered their views through many informal conversations. Inspectors also considered the 101 responses to Ofsted’s pupils’ survey.
- Inspectors listened to pupils read.
- Documents relating to the work of the governing body were reviewed, including minutes of their meetings.
- Inspectors reviewed a range of other documentation, including leaders’ evaluations of the school’s effectiveness; monitoring records; development plans; the school’s own information about pupils’ progress and attainment; and behaviour and attendance logs.

## Inspection team

Peter Wibroe, lead inspector	Ofsted Inspector
Anne Allen	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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

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