

Inspection of Warmingham CofE Primary School

School Lane, Warmingham, Sandbach, Cheshire CW11 3QN

Inspection dates: 25–26 February 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

Warmingham CofE Primary School is a place where everyone feels included. The pupils that we spoke with told us how they feel part of one big family. The school's motto is 'Let your light shine'. This aptly describes how pupils encourage and celebrate each other's individuality.

Over time pupils have not had the chance to thrive academically. They do not achieve as well as they should in reading, writing and mathematics. Until more recently, leaders and teachers have not had high enough expectations of pupils.

Children do not learn as well as they should in the early years. This is because the curriculum requires further development. Similarly, across the school the curriculum is not adapted effectively for some pupils with special educational needs and/or disabilities (SEND).

Pupils behave well. They are polite and eager to learn. Pupils are kind to each other. Older pupils enjoy supporting younger ones in their work and play. Pupils live up to the school's Christian values of compassion, respect and forgiveness. Pupils' personal development is strong. They experience a wide range of trips and visits.

Pupils told us that they feel very safe in school. Any incidents of bullying are dealt with effectively. Pupils know that adults care for them. Adults are always there to help pupils if they need it.

What does the school do well and what does it need to do better?

Pupils do not achieve as well as they should. Over time, by the end of Year 6, pupils' attainment in reading, writing and mathematics has declined. They do not do as well as other pupils nationally because of a legacy of weak curriculum planning in some subjects.

In the short time that the newly formed leadership team has been in the school, it has taken positive steps to improve the quality of the curriculum. For example, in reading, writing and mathematics, there is now a greater clarity about what pupils should learn and when they will learn it. Teachers have improved the way that they organise learning to help pupils remember more. However, leaders acknowledge that in some subjects, for example history, science and physical education, the curriculum is still at an early stage of development.

Although leaders' new approach to the curriculum is in place, it has not yet had the required impact on pupils' achievement. Some pupils still have wide gaps in their knowledge. Added to this, until more recently, teachers' expectations of what pupils should know have not been high enough. This too has caused underachievement.

Overall, teachers are knowledgeable about the subjects that they teach. Teachers are increasingly successful at encouraging pupils to see connections between topics

and concepts. Despite the gaps in pupils' knowledge, current pupils are now building a more secure understanding of their learning. For example, in mathematics, new work builds logically over time. Teachers allow time for pupils to practise what they already know to help them solve problems. In the Reception class, early mathematics is also taught well.

The leadership team has effectively focused on raising the profile of reading. Although achievement in reading has not been good, there are some signs of improvement. Books and reading are now of central importance in school. Children in Reception delight in stories and are keen to use puppets and props to retell stories in their own way. Pupils throughout school enjoy regularly hearing an adult share a story with them. Key stage 2 pupils spoke confidently about their favourite stories and authors.

Children learn letters and sounds as soon as they start in the Reception class. Leaders have greatly improved the way that adults teach phonics. Staff in the early years and in key stage 1 now have the specialist knowledge that they need to teach early reading. Attainment is improving in reading at the end of Year 2.

The teaching of writing is closely linked to reading and phonics. Teachers encourage children in the early years to write from the start. They use stories, books and texts to bring class topics to life, to spark pupils' imagination and to enable pupils to try out different ways of writing. Pupils get daily opportunities to practise their spelling, grammar and punctuation knowledge in their writing.

Leaders and staff are determined that all pupils will achieve their very best. They are quick to notice and help if a pupil is struggling.

Many parents are complimentary about how the school supports pupils with SEND. However, the curriculum is not adapted effectively enough for some pupils with SEND. Teachers do not ensure that these pupils access subjects such as reading, writing and mathematics at exactly the right level that they need to succeed.

Children in the early years get off to a positive start. The curriculum in reading, writing and mathematics is well planned. However, this is not the case in some other areas of the early years curriculum.

Pupils behave well in school. They are eager to learn in class because the activities are interesting. Pupils are friendly and caring to each other. Many older pupils volunteer to be playground buddies and organise games for others to play.

The school's curriculum has plenty of opportunities that enhance pupils' personal development. Pupils told us how much they like the extra responsibilities that they have in school.

Leaders, staff and trustees are working hard to turn this school around. The advisory board is playing an active part in these improvements. Staff morale has improved significantly in the last few months.

Safeguarding

The arrangements for safeguarding are effective.

Staff are good at keeping pupils safe. The safeguarding of pupils is of utmost importance to them. Policies and procedures are in place, and everyone knows them.

Leaders work well with other agencies to support pupils and families. They act quickly if they have concerns.

Staff ensure that pupils and their families are well looked after and well supported. The school offers a range of activities to help pupils talk about their feelings and build their self-esteem.

Pupils learn how to stay safe and behave responsibly in different situations, including when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Attainment in reading, writing and mathematics has declined over time. Pupils have underachieved. Leaders need to ensure that the curriculum is planned and implemented effectively so that outcomes improve.
- The leadership, curriculum planning and organisation of subjects other than English and mathematics are improving. However, there remain some subjects that are less well developed. Leaders need to ensure that all curriculum areas are planned and delivered to the same high standard.
- The curriculum is not adapted effectively enough for some pupils with SEND. This limits the success that they have in subjects such as reading, writing and mathematics. This is because pupils with SEND are not accessing the curriculum at exactly the right level. Leaders need to review the curriculum for pupils with SEND to ensure that it meets the needs of these pupils. This is so that they achieve well.
- Some areas of the early years curriculum are not as well developed as they should be. Consequently, children do not build sufficient knowledge and skills to aid their future learning. Children are not as ready as they should be for the demands of Year 1. Leaders should make sure that all of the areas of the early years curriculum are well planned and implemented.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143872
Local authority	Cheshire East
Inspection number	10133429
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	76
Appropriate authority	Board of trustees
Chair of trust	Piers Bostock
Principal	Kate Appleby
Website	www.warminghamce.cheshire.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Warmingham CofE Primary School became an academy in April 2017. The current principal took up her post in January 2020. The school is one of three that form the Rural Church Schools Academy Trust. There is also an acting executive headteacher. She has been in post since May 2019.
- This is a Church of England school. It last received a religious education inspection carried out under section 48 of the Education Act 2005 in October 2015.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During the inspection we spoke with pupils both formally and informally about their work and school life. I spoke with the principal, the acting executive headteacher and subject leaders. We also discussed the provision for pupils with SEND. In addition, we held discussions with staff which focused on the pastoral care and safeguarding of pupils.

- We spoke with six members of the trust. This included the chair of the trust, two trust directors and three members of the local governing body, known by the trust as the local advisory committee.
- We spoke on the telephone to the school improvement partner and also to a representative of the local authority.
- We reviewed a range of documentation, including that relating to school improvement, safeguarding and the checks undertaken on newly appointed staff.
- We spoke with parents and carers at the start of the school day and we considered 31 responses to Ofsted’s online survey, Parent View.
- We also considered the 17 responses to Ofsted’s staff survey.
- We talked with pupils about the books that they like to read.
- We looked in detail at reading, writing, science and history. For each of these subjects, we held discussions with subject leaders and teachers, visited lessons, looked at samples of pupils’ work and talked with pupils. We also considered other subjects across the curriculum, including mathematics.

Inspection team

Sue Eastwood, lead inspector

Her Majesty’s Inspector

Maria McGarry

Ofsted Inspector

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