

Inspection of Warmington School

School Lane, Warmington, Peterborough, Cambridgeshire PE8 6TA

Inspection dates: 3 and 4 October 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are happy at this small and welcoming school. They feel safe and know what to do if they have any worries. Pupils enjoy school and attend well. They say that teachers are kind and lessons are fun. Pupils are well supported to become confident and self-assured. They feel ready for their next steps.

There are high expectations for all pupils, including those with special educational needs and/or disabilities (SEND), to achieve well. Pupils learn about different career options and have high aspirations for themselves.

Pupils behave well and know the school's rules and rewards. They enjoy celebrating their successes in the weekly certificate assembly. They understand the importance of being kind to others and respecting difference. Pupils value their friendships and say it is easy to make friends here.

The wider opportunities available to pupils help them to develop their interests and talents. Pupils enjoy the football, choir, Latin, dance and music clubs.

Parents and carers are proud that their children attend this school. A comment, typical of many, stated, 'This is a nurturing and supportive school for both children and parents. This school makes our school years, years of joy.'

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

The school has worked with commitment to ensure that pupils achieve well. It has done this by developing an ambitious curriculum that meets the needs of all pupils. In most subjects, it is clear what pupils will learn and when so that they can build their knowledge over time from the early years to Year 6. This is not the case in a small number of foundation subjects. The school has recently reviewed these subjects and has clear plans to bring about the necessary improvements.

There is a consistent approach to teaching. Teachers have the necessary subject knowledge to teach effectively. They ensure that pupils recap previous learning. Teachers explain new learning clearly. They show pupils how best to approach their work.

Teachers' use of checks to establish what pupils do and do not know is not yet consistent across all subjects. Where it is strongest, teachers use this information well to inform pupils' learning, including by addressing any misconceptions. The school is working on improving how staff assess learning in the foundation subjects.

The provision for pupils with SEND is a strength. This reflects the school's ambition for all pupils with SEND to be as independent and confident as possible and to achieve as well as they can. The school identifies these pupils' needs quickly. Pupils with SEND receive the right support to meet their needs.

Reading is a clear priority. Children begin to learn to read as soon as they start at the school. All staff receive training to teach phonics effectively. Pupils who fall behind with their reading get the support they need to catch up. They use their phonics knowledge to help them to read. They have the right books to support them to read confidently. Pupils enjoy reading. They have access to a wealth of different texts in classrooms and the school library. Pupils understand the importance of reading regularly and like to earn reading raffle tickets for reading five times a week.

Children in the early years benefit from warm and nurturing relationships. The setting encourages children to explore and lead their own learning. The environment is rich in vocabulary, which supports children to develop their reading and writing. Children are ready to learn and to listen to adults well during carpet time. Children follow well-established routines. They show respect to each other and to adults.

Most pupils have positive attitudes to their learning. They engage well in lessons and know how to improve. They understand the importance of doing their best.

The school enriches the curriculum well. For example, there is a focus on inclusive, competitive sports. Pupils enjoy taking on different roles of responsibility, such as being a sports leader, a school council member and reading and play buddies. Pupils have some understanding of British values and what they mean to them. For example, they understand the importance of having a choice and of obeying the law.

Staff love working at this school. They say, 'It is like family.' They feel very well supported with their workload and well-being.

The school has a good understanding of the strengths and areas for development. It ensures that there is the right amount of challenge and support so that improvements continue to be made.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of foundation subjects, it is not yet clear what pupils will learn and when. Where this is the case, not all pupils develop a secure understanding of the knowledge they are learning. In these subjects, the school should ensure that there is clarity as to what pupils should learn and when and that the teaching, including through the use of assessment, enables all pupils to gain a secure understanding over time from the early years to Year 6.

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 information from Ofsted Parent View 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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121865
Local authority	North Northamptonshire
Inspection number	10268927
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	71
Appropriate authority	The governing body
Chair of governing body	Jane Davies
Headteacher	Ed Carlyle
Website	www.warmingtontschool.net
Date of previous inspection	30 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of a federation with two other local schools.
- There is a breakfast and after-school club run by the school.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the executive headteacher and the head of school.
- The lead inspector met with members of the governing body, including the chair

of governors, and the school improvement partner from the local authority.

- Inspectors carried out deep dives in early reading, mathematics, physical education and history. They talked with curriculum leaders of these subject areas. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils. Inspectors also observed some pupils reading to staff.
- The lead inspector reviewed the school's safeguarding arrangements, including the procedures for recruiting staff.
- Inspectors considered responses to Ofsted's online parental survey, Ofsted Parent View.
- Inspectors met with groups of staff and reviewed their responses to Ofsted's online survey for school staff.
- Inspectors considered responses to Ofsted's online pupil survey. They also met with pupils both formally and informally. Inspectors observed pupils' behaviour in lessons and during breaktimes and lunchtimes.
- Inspectors reviewed leaders' self-evaluation of the school and their school improvement plans. They also considered documentation relating to attendance and behaviour, the curriculum and governance.

Inspection team

Anita Denman, lead inspector

His Majesty's Inspector

Luella Manssen

Ofsted Inspector

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