



# Warmsworth Primary School

## Inspection Report

**Unique Reference Number** 106756  
**LEA** Doncaster  
**Inspection number** 277624  
**Inspection dates** 5 July 2006 to 6 July 2006  
**Reporting inspector** Ms Honoree Gordon HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Mill Lane
<b>School category</b>	Community		Warmsworth
<b>Age range of pupils</b>	3 to 11		Doncaster, South
			Yorkshire DN4 9RG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01302 852200
<b>Number on roll</b>	462	<b>Fax number</b>	01302 855454
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs S Wedd
<b>Date of previous inspection</b>	13 September 2000	<b>Headteacher</b>	Mrs Lorraine White

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 5 July 2006 - 6 July 2006	<b>Inspection number</b> 277624
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors. On site there is a privately run care facility, which was inspected at the same time, but has a separate report.

## Description of the school

Warmsworth school is a large primary school for pupils aged 3 to 11 situated on the outskirts of Doncaster. The vast majority of pupils come from backgrounds where there is some economic deprivation and where there is no family history of higher education. The proportion of pupils with learning difficulties and/or disabilities is low. Pupils' attainment on entry to the school is average, although this has recently been slightly higher. There are virtually no minority ethnic pupils or pupils for whom English is not their first language, and there are few pupils considered to be vulnerable. At the time of the inspection the headteacher was absent. The school is being run by the deputy headteacher.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Inspectors agree with the school that it provides good quality education. There are several outstanding aspects: the Foundation Stage, the care for pupils, the excellent opportunities for their personal development and the rich curriculum. Provision for the creative arts is strong. The school prepares pupils well for their future. Standards at the end of Year 6 are well above the national average. Results were beginning to decline, but in 2006 they rose again significantly. The school has focused particularly on improving literacy, though work remains to be done to improve writing still further. Pupils, including those with learning difficulties and/or disabilities, make good progress. High attaining pupils do well, but sometimes should do better. Teaching is good. Pupils feel lessons are fun and inspectors saw many which were outstanding. This is a happy school where pupils are keen and eager to learn. They have many ideas about how they wish to contribute, but these have not always been realised. Pupils' behaviour is excellent.

Leadership and management are good. There has been good improvement since the last inspection, especially in standards in information and communication technology (ICT). The school enjoys considerable support from its community. However, there has been some staffing instability and a number of parents expressed concern about some aspects of leadership and management in the past. The deputy headteacher is leading the school exceptionally well. She has driven through a programme of change and improvement, leading to better teaching and better results. The school provides very good value for money and has good capacity to improve further.

### What the school should do to improve further

- Listen more to the views of parents and pupils and act on these.
- Improve standards further in writing.
- Ensure high attaining pupils attain consistently high standards.

## Achievement and standards

### Grade: 2

Pupils' achievement is good. They reach above average standards in all core subjects and high standards in science and mathematics. However, the recent trend in results up to 2005 shows some decline. Statutory test results for 2006 are much better, indicating that recent changes made to improve pupils' learning have had an impact. Progress had also been adversely affected by too many staff changes. Parents commented on this in the questionnaire completed at the time of the inspection.

Pupils progress well from an average starting point so that by the time they leave Reception their skills are above average. Pupils' social skills develop particularly well, because of the rich curriculum and the very good care and attention given by the staff. Pupils with learning difficulties and/or disabilities make good progress and vulnerable pupils progress rapidly. Progress is very carefully tracked. The target-setting system

is resulting in faster rates of progress for all pupils. In the statutory tests in 2006, high attaining pupils did much better in mathematics than in most other schools and in science, they did as well as schools in similar circumstances. Their achievement in English is improving, but is not yet as good.

Pupils have good listening, reading and oral skills. Work is well underway to improve standards in writing in all years, an area of comparative weakness. Better foundations are being laid and more challenging work provided. Pupils talk about how important writing is.

Standards in ICT are good; resources have improved and teachers and pupils have the skills and confidence to use ICT more widely. Standards in music, drama and art are high. Inspectors saw excerpts of a polished drama performance given by pupils from Years 3 to 6.

## **Personal development and well-being**

### **Grade: 1**

This is outstanding. Pupils' cheerful faces show that they enjoy school. They love the opportunities to become actively involved in a wide range of activities. Their confidence, social skills and teamwork are fostered through taking part in drama and musical performances. These bring the curriculum to life and contribute immensely to pupils' enjoyment of school.

Behaviour is exemplary and exclusions rare. Pupils are demonstrably kind to each other and courteous to visitors. They spoke highly of the rewards system for encouraging good behaviour. Attendance is average.

Pupils understand the importance of staying safe, being healthy, having sufficient exercise and making sensible lifestyle choices. They say that bullying is not an issue in school and they have confidence in the school's procedures for this.

Assemblies make a very strong contribution to pupils' spiritual, moral, social and cultural development. Pupils empathise with the lives of people of different cultures through their work on African culture and on other faiths. They take an active part in local community activities, such as the Warmsworth gala.

The school council has brought about some changes, such as providing more playground equipment, but representatives feel let down that some of their approved projects do not come to fruition.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and lessons are often outstanding. Recent training has raised teachers' confidence and encouraged the sharing of good practice. Teachers plan enjoyable lessons, so classrooms are vibrant and both teachers' and pupils'

expectations are high. Pupils are encouraged to use skills creatively. Relationships are excellent, pupils' contributions to lessons are valued and teachers deal with misunderstandings without pupils losing self-esteem. In the Foundation Stage, learning is often an 'adventure' because of the teachers' skilful use of ideas, questioning and resources.

Inspectors saw many examples of how pupils are helped to become more independent and to take responsibility for their own learning. For example, in one lesson pupils decided whether they should be tested on two-dimensional or three-dimensional shapes. In a Year 3 lesson, pupils explained to the class exactly what they would do to achieve their personal targets. Teachers' use of ICT contributes well to pupils' learning and encourages them to use ICT themselves in different subjects. Teaching assistants work very effectively with groups and individuals, contributing significantly to the good progress pupils make. There are good systems for assessing pupils' work. Pupils are becoming increasingly able to evaluate their own work and say how it can be improved.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is excellent. It promotes pupils' achievement well. Subjects are linked, allowing pupils to practise their skills. The strong focus on reading and writing skills is having a positive impact throughout the school. Inspectors saw good handwriting and good examples of pupils' writing for different purposes. Investment in resources and planning for the Foundation Stage has created an outstanding environment where children thrive. There are planned programmes for pupils with learning difficulties and/or disabilities and others with additional needs to help them progress faster. The school garden is a splendid resource, used to promote science and environmental work, but also contributing to pupils' overall personal development and healthy lifestyles, as pupils grow and harvest their produce. There is exciting work in drama and dance, culminating in high quality performances and projects linked to community events. There are modern foreign language lessons. The range and quality of activities after-school provide exceptional opportunities for nurturing pupils' various interests.

## **Care, guidance and support**

### **Grade: 1**

The quality of care, guidance and support of pupils is excellent. Pupils say that they feel very safe and that they trust the school's procedures for assuring their well-being. The support for pupils with social, emotional, educational and behavioural difficulties is exemplary. The few vulnerable pupils and those with learning difficulties and/or disabilities are very well cared for. There are close links to outside support and health agencies.

Academic guidance is very good. Parents, teachers and pupils identify areas for improvement in pupils' work. The target-setting process is relatively new, but is proving to be a real asset to raising achievement. Tracking starts when a pupil joins the school.

Staff analyse the information thoroughly and can accurately pinpoint when and how to intervene to provide support.

Pupils' induction to the Foundation Stage is well planned and is supported by home visits. Anxieties about moving on to secondary school are allayed by the fact that pupils are well prepared.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. A number of recent initiatives are making a difference: teaching has improved through mentoring, training, the sharing of good practice and there are good systems for assessing and tracking pupils' progress. The deputy headteacher brings considerable experience to improving literacy.

Middle managers form a cohesive team which has had an impact on results in core subjects. Several are following accredited management development programmes. Good staffing appointments have led to curriculum excellence in the arts and newly qualified teachers show great promise.

Great strides have been made in the provision for pupils with learning difficulties and/or disabilities; they are included in everything the school does. Resources have been improved and the school provides a stimulating, attractive environment for learning. Governors have a good range of relevant expertise. They provide very good support and challenge.

The deputy headteacher has been running the school during the absence of the headteacher. She has shown excellent leadership in implementing change programmes and has successfully transmitted her enthusiasm to staff. She has managed the school well in recent months. She knows its strengths and weaknesses and has good systems to monitor its effectiveness.

The school's documentation judged leadership and management to be satisfactory. Inspectors consider that the outcomes for pupils are very good and that this has been achieved despite considerable staffing instability. Parents commented that their views and those of the pupils have not always been listened to sufficiently.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

We enjoyed our visit to your school. Thank you to everyone. We were able to talk to quite a lot of you and your parents also wrote to us. We think your school is a good school and some of the things it does are super. This is what we liked best.

- You get high marks and grades in your tests - well done!
- Your school's test results this year were much better than last year.
- You do really well in lots of subjects.
- You try hard in your lessons.
- Your behaviour is excellent.
- You are very kind to each other and you are polite and helpful to visitors.

You have lots of things to get involved in, especially in music, drama and art. We loved seeing part of your play - you spoke out really clearly and you played your parts very well. It was funny, too.

You told us how much you enjoy school and that you feel safe there. We think your teachers and all the other staff care for you really well. They help you when you need it. Your teachers work hard to make your lessons good fun. We saw some super lessons.

We know you are trying really hard with your writing and we can see it is getting better. So you need to keep working on this.

We would like to see everybody get the very best results they can. We have asked the teachers to try to make sure you do, so keep trying your best.

Mrs Marshall is doing very well running your school while the headteacher is off. We have told her that you and your parents have lots of ideas and I know she will want to listen to them and act on them, but remember you cannot sort everything at once, so you will have to be patient.

I hope the gala went well and that you had a good time with your float.