



Warmington School

Inspection Report

Unique Reference Number 121865
LEA Northamptonshire
Inspection number 281119
Inspection dates 6 December 2005 to 6 December 2005
Reporting inspector Robin Thelwell RISP

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

Type of school	First	School address	School Lane
School category	Community		Warmington
Age range of pupils	4 to 9		Peterborough, Cambridgeshire PE8 6TA
Gender of pupils	Mixed	Telephone number	01832 280420
Number on roll	52	Fax number	01832 280420
Appropriate authority	The governing body	Chair of governors	Mr Bob Davey
Date of previous inspection	20 November 2000	Headteacher	Mr David Norwood

Age group 4 to 9	Inspection dates 6 December 2005 - 6 December 2005	Inspection number 281119
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Set in the village of Warmington, six miles south-west of Peterborough, the school is much smaller than most. The proportion of pupils having learning difficulties is below the national average, as is the percentage of pupils eligible for free school meals. When children join reception, attainment is broadly in line with that expected for their age. All pupils have English as their first language. The current headteacher was appointed permanently in April 2005, having been acting headteacher for two terms.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Warmington School is a good school which provides good value for money. These judgements reflect the school's view of its own effectiveness. Parents are very happy with the school and pupils say they enjoy the many activities the school provides. The highly inclusive nature of the school, together with its caring and family ethos, make it a welcoming place to be.

Because of the small number of pupils in each year group, standards vary from year to year. However, pupils' individual records show they achieve well and usually attain standards that are well above average. In 2005, Year 2 pupils gained exceptionally high standards in writing and mathematics. Whilst at the end of Year 4, pupils' performance in reading, mathematics and science was well above that expected for their age, attainment in writing was 'only' above expectation. Teaching is effective and takes good account of the wide range of ages and abilities in each class. Pupils are set challenging targets and teachers check their progress towards them carefully. Pupils' personal development and well-being are good, and enthusiastic attitudes to learning underpin their good achievement. Pupils benefit from a well-planned curriculum that is enriched by a wide range of additional activities. Provision for children in reception is effective and enables them to make good progress and achieve well. All pupils are cared for and supported well.

Good leadership and management, and effective teamwork amongst all staff, ensure there is a shared commitment to raising standards and a good capacity for continuing improvement. The headteacher gives clear direction to the school's work. He keeps a close check on the quality of teaching and pupil achievement, and is now seeking to develop the role of subject managers.

What the school should do to improve further

- Raise standards in writing at the end of Year 4 to the same high level as those in reading, mathematics and science.
- Develop teachers' involvement in the leadership and management of the subjects for which they have responsibility.

Achievement and standards

Grade: 2

Standards are well above average and pupils make good progress. Children join the school with levels of attainment broadly in line with those expected for their age. By the time these children have moved into Year 1, they have made good progress, with virtually all achieving the goals set for them nationally. A significant minority regularly surpass these standards. This is as a result of good teaching in a well managed environment.

In the rest of the school all pupils, including those with learning difficulties, achieve well, continuing to make good progress. In Year 2, pupils reached exceptionally high standards in the national assessments for writing and mathematics in 2005. Standards

have improved since the last inspection. Although there are no similar statutory assessments for pupils at the end of Year 4, optional tests together with the school's own assessment system show that pupils maintain good progress in mathematics and reading, reaching high standards when they leave. Standards in writing fall a little short of this but are still above average. The school recognises this shortfall and is working on how to remedy the situation. Work is regularly assessed and the careful marking of work helps pupils to improve.

Throughout the school, standards in information and communication technology (ICT) have improved since the last inspection and pupils are now working at standards appropriate for their age.

Personal development and well-being

Grade: 2

Pupils thoroughly enjoy school and have good attitudes to learning. Behaviour throughout the school is good and pupils know exactly what is expected of them. The strong emphasis given to pupils' spiritual, moral, social and cultural development enables them to develop a sensitive approach to life and everyday issues, and to appreciate the achievement of others. Pupils are proud of their school. They consider it to be a good school where they feel safe from problems such as bullying. Attendance is consistently above the national average.

Pupils contribute well to the school and local community. They show initiative and enjoy taking responsibility. The school council makes a positive contribution to the day-to-day life of the school. Through fund-raising for charities and good causes such as 'Children in Need' and the Tsunami victims, pupils gain a good awareness of those less fortunate than themselves. Pupils adopt healthy lifestyles. They have a clear understanding of the need for safety, regular exercise and healthy eating. Pupils enjoy the fresh fruit available to them each day and thrive on the various sporting events and activities provided for them. In order to develop further this aspect of provision, the school is participating in the 'Healthy Schools Award'.

Quality of provision

Teaching and learning

Grade: 2

Teaching is effective because teachers know pupils well, have high expectations of them, and provide work that matches their individual needs and capabilities. Lesson plans are detailed and underpinned by teachers' good command of subjects. At the start of lessons, teachers explain clearly what pupils are going to learn, and lessons proceed at a lively pace. The teaching and support for those with learning difficulties and for high attaining pupils is good. In the reception class, much learning is gained through play. Good teaching ensures children learn effectively through a range of practical activities and investigations. As a result, children make good progress in all areas of learning.

In all lessons, teachers make learning interesting and make effective use of interactive whiteboards to enliven lessons. Teaching assistants work in close co-operation with teachers and make a significant contribution to pupils' learning. Pupils commented, 'The teaching's good here because it's fun to learn.'

The school makes effective use of a wide range of assessment information. Teachers carefully track how well pupils are doing and use this information to plan what is to be taught next and to set new targets. Pupils know their own targets and this motivates them to do well. As a result, pupils become enthusiastic learners who achieve well.

Curriculum and other activities

Grade: 2

The curriculum is well matched to the range and capabilities of pupils and provides them with an interesting range of activities, including French. Physical education and music are supported well by specialist teaching. Good provision is made for the development of pupils' literacy and numeracy skills. Such skills are used well in other subjects. The curriculum provides well for pupils with learning difficulties and disabilities. Provision in ICT is now satisfactory, having improved since the last inspection.

A comprehensive programme of personal, social and health education helps pupils make healthy choices and develop life skills. Residential visits give good support to these aspects of the curriculum. A good range of visits and visitors enlivens the curriculum, giving pupils access to first-hand and practical learning opportunities. An equally wide range of extra-curricular activities in both sports and the arts gives pupils further opportunities to improve their knowledge and skills in such diverse activities as knitting, dancing, singing and football.

Care, guidance and support

Grade: 2

The good level of care and support given to pupils throughout the school makes a significant contribution to learners' progress and eagerness to learn. The school values the views of pupils and parents, which it gathers and then uses well to improve provision. Parents are confident that children are safe and well cared for while in school. Procedures for child protection are effective and pupils work in a safe environment. Safety and health checks are undertaken regularly, and risk assessments are carried out before pupils go on visits. The importance the school gives to promoting healthy lifestyles effectively shapes pupils' attitudes to health, diet and physical activities.

In class, pupils receive much ongoing support and encouragement. Teachers mark pupils' work carefully and give clear guidance on how they can improve. Support for pupils with learning difficulties is effective, as is that for those identified as being gifted and talented.

Leadership and management

Grade: 2

Effective leadership and management, by the headteacher, ensure an equal focus on pupils' personal development and academic achievement.

The school development plan reflects the views of all stakeholders and is a useful tool to help move the school forward. It is collated by the headteacher and is prioritised well. Teaching and learning are monitored effectively by the headteacher and the resulting feedback helps teachers improve. Rigorous assessment of pupils' progress allows the school to set challenging targets for improvement. The management of provision for pupils with learning difficulties and disabilities is good. As a result these pupils achieve well, with many reaching the levels expected for their age in English, mathematics and science. Provision in reception is well led and managed, giving children a very good start to their school life. However, the leadership role of subject managers still remains to be developed fully. This is already reflected in the school development plan.

The governing body receives good information from the school together with that gained from its own monitoring. As such, it takes a full part in decision making with confidence. Governors manage finances well and regularly look ahead in order to consider alternatives before issues overtake them.

Improvements to the building and resources have had a positive effect on pupils and adults alike. Self-evaluation, carried out by the headteacher, accurately describes the school's current situation. Because of strong leadership and the high commitment of staff, the school is well placed to continue to improve.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	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

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Warmington School School Lane Warmington Peterborough Cambridgeshire PE8 6TA

6 December 2005

Dear Children

Thank you very much for making us very welcome when we visited your school. We very much enjoyed coming into your lessons and looking at your work. We particularly enjoyed talking to some of you about your school.

These are some of the things we are most pleased about

- You enjoy school and look forward to coming each day.
- You work hard in lessons and show interest in your work.
- How well you are learning and making progress.
- You are well behaved, polite, and helpful to each other and visitors.
- You enjoy the interesting work your teachers give you, and the help they provide in lessons to help you to do well.
- All the adults in school look after you well and help you to feel safe and keep healthy.
- That you really appreciate all the extra opportunities the school gives you, especially visits.
- The way in which your headteacher, staff and school governors keep trying to make the school even better.

To make sure the school keeps improving, we have asked your headteacher, staff and governors to think about

- Finding ways to help you reach even higher standards in writing by the end of Year 4.
- Ways in which teachers can help your headteacher by taking charge of the different subjects that you learn.

Thank you again for being so polite and friendly.

Robin Thelwell Lead Inspector