

Warmingham CofE Primary School

Inspection report

Unique Reference Number	111345
Local Authority	Cheshire
Inspection number	288931
Inspection dates	2–3 May 2007
Reporting inspector	Clare Henderson

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	64
Appropriate authority	The governing body
Chair	Mr J Hibbert
Headteacher	Mrs Janine Stainsby
Date of previous school inspection	10 June 2002
School address	School Lane Warmingham Sandbach Cheshire CW11 3QN
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Age group	4–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This small rural school in the village of Warmingham serves pupils from a wide range of socio-economic backgrounds. Around one third of pupils come from the local village whilst the remainder travel by car or bus to attend this popular school. Most pupils are of White British heritage. A few pupils are learning English as an additional language. The proportion of pupils eligible for free school meals or with learning difficulties and/or disabilities is below average. All pupils are taught in two mixed-age classes. The school has gained the Healthy Schools Award and the Inclusion Quality Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school in which pupils achieve exceptionally well in both their personal and academic development. This is as a result of excellent leadership, high quality teaching and an innovative curriculum. From the outset, pupils are made to feel very welcome in the friendly, supportive environment of the school where they flourish and are challenged to do their best. Parents wholeheartedly endorse these positive views with comments such as, 'Warmingham is a truly caring and happy school. My daughter is thriving there and my only regret is we did not move here earlier,' and again, 'The school provides individual care and support for each child. This is the beauty of this small school'. The care, support and guidance given to pupils is outstanding.

Achievement is excellent overall. Children start school with skills which are similar to those expected for their age. They get off to a lively start in the Foundation Stage and achievement for them during their first year in school is very impressive. This is due to excellent teaching and is facilitated by the recent improvements in the accommodation. Standards reached by pupils in Year 6 in 2006 in English, mathematics and science were above the national average. However the small numbers of pupils in each year group means that comparisons with national statistics must be viewed with care. School data show that individual pupils make exceptional progress relative to their own starting point. The school is on track to reach the challenging targets set for 2007. The staff, all appointed during the past three years, are not resting on their laurels and recognise that there is more to be done to raise standards further in reading, writing and mathematics in Years 1 and 2. The high quality teaching and learning are beginning to raise attainment throughout the school. Pupils with learning difficulties and/or disabilities and those learning English as an additional language achieve as well as their classmates because of the excellent support they receive.

The staff work exceptionally well as a team under the inspirational leadership provided by the headteacher. They make very good use of all the benefits offered by a small, rural school, such as its family atmosphere, its community links with the church and village, and the opportunities afforded by its location among woods and fields. These assets enrich the excellent curriculum very well. Staff and governors work very well together because governors have close links with the school. The staff are always striving to improve. They have made excellent progress since the time of the last inspection, addressing all key issues and making significant additional improvements. This indicates the accuracy of the school's own evaluation and monitoring of its work. The school provides outstanding value for money and has excellent capacity to improve further.

What the school should do to improve further

- Raise standards in reading, writing and mathematics in Years 1 and 2.

Achievement and standards

Grade: 1

Achievement is outstanding. Children make very good progress in the Foundation Stage. The present staff have worked tirelessly to raise standards throughout the school, being more successful in the Key Stage 2 class. The school's tracking documentation shows that pupils are now making very good progress in all year groups from Years 3 to 6 and beginning to make up lost ground within Years 1 and 2. However, there is more to be done to raise standards still

further in reading, writing and mathematics in Years 1 and 2. Standards reached are above average overall by the end of Year 6 with English attainment being weaker than mathematics and science in the 2006 tests. However, standards are rising in English, especially in writing, thanks to a whole-school focus on this aspect. Relative to their individual starting points pupils are now making exceptional progress. Well thought out strategies to support small groups of pupils help those with learning difficulties and/or disabilities and the very few pupils learning English as an additional language to achieve as well as their peers.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. Pupils' enthusiasm for school is reflected in their above average levels of attendance, excellent behaviour and attitudes to learning, which set them up well for their future in school and beyond. Pupils have a very good appreciation of their own well-being. This is actively promoted by the school and demonstrated by their achievement of the Healthy Schools Award. Pupils feel very safe in school and readily bring any concerns to the attention of staff. The school council is very effective. Its views are valued by staff and governors and often influences the decisions they make, for example in the development of healthy lunchtime menus. Relationships are excellent, reflected in comments from pupils such as, 'Everyone is friendly in our school and we look after one another.' Pupils are proud to receive awards in assemblies and have many opportunities to exercise choice and show responsibility. For example, there are house captains and reading buddies for younger pupils. Pupils' spiritual, moral, social and cultural development is outstanding. The school's ethos supports pupils' understanding of community values and there is a keen awareness of multicultural issues and concern for those less fortunate than themselves. An example of this is raising money to 'send a goat' to a village in Africa.

Quality of provision

Teaching and learning

Grade: 1

'Our teachers are really funny and give you interesting ways of learning.' This sums up pupils' views of the outstanding teaching and learning within both classes. Exemplary classroom relationships and highly skilled teachers and support staff are key factors in the excellent quality reached by all groups of pupils in their learning. Staff embrace the individual needs of all pupils through the use of a wide range of different learning and teaching styles. Lessons have brisk pace so that pupils learn quickly. Standards are rising in Years 1 and 2 because staff are working successfully to raise pupils' achievement. However there is still more work to do. Pupils are attentive and behave very well. They feel that their contribution is important and teachers plan work well to cater for the range of abilities in the mixed-age classes. Question and answer sessions extend pupils' learning very well and challenge them to deepen their understanding. Pupils benefit greatly from and enjoy the additional challenge provided by subject specialists in science, French and Spanish.

Curriculum and other activities

Grade: 1

The curriculum is planned exceptionally well. All National Curriculum subjects are covered within a programme which caters most effectively for learning within the mixed-age classes. The

curriculum is extremely innovative using 'study books' to give pupils opportunities to experiment, make judgements, choose activities and express their ideas. It is imaginative and creative, and links between subjects enable pupils to see connections between ideas. Pupils say how much they enjoy the curriculum which, in their words, 'gives us more oppotunites to be involved and to enjoy our learning'. An example of this is the Reception and Years 1 and 2 Victorian times theme in which pupils, through active learning, link history, English, art and design technology effectively in order to learn about the past. The curriculum is enriched through extra-curricular activities, outdoor events and residential experiences which develop pupils' talents and interests successfully. These ensure that the pupils' personal development and well-being are nurtured extremely well.

Care, guidance and support

Grade: 1

Observations from parents such as 'Our children get virtually one to one attention at Warmingham' reflect the outstanding care, guidance and support pupils receive. This is reflected very well in the school gaining the Inclusion Quality Mark. The family atmosphere within the school is a major factor in the quality of these aspects and staff know the pupils and their families extremely well. Procedures and practices for all aspects of child protection, health, safety and safe recruitment of adults are in place. Links with other agencies are outstanding. Arrangements for children starting school are very good and a strong relationship is forged with parents. As a result, children settle quickly into school routines. Staff have developed excellent procedures that monitor and track pupils' achievements. They help the staff to identify the learning needs of pupils and set clear targets for their future development. Outstanding marking and oral feedback help pupils to have a clear understanding of the next steps in their learning.

Leadership and management

Grade: 1

Since her appointment three years ago, the headteacher has led the school forward at a rapid pace and has taken everyone along with her. The outstanding improvements during that time reflect her commitment to establishing a first-class school for the local community. Colleagues at every level of responsibility combine a vigorous drive to raise standards and widen pupils' horizons with a passionate commitment to their care and well-being. This clear vision for the future of the school is shared by talented and committed governors and colleagues, who work together as a highly effective team. All aspects of governance match the high quality of the school leadership. There is excellent leadership by the chairperson and a very good range of expertise among governors who support and challenge the school effectively.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

It was a pleasure to visit your school recently. You and your teachers made me feel very welcome and you helped me find out why your school is as good as it is. Thank you all for that.

Your school helps you to develop important personal qualities which will help you throughout your life. You show a very good concern for others and are willing to help whenever you can. You help your school run smoothly by taking on responsibilities such as being members of the school council. Making suggestions for improvements is preparing you well for the future. Well done and keep it up!

I agree with you that you have lots of great opportunities to visit interesting places, work with artists and musicians, and learn about people's different beliefs and customs, particularly through your 'study book' work. Your mums, dads and carers think that your school is a very good place to be and I agree with them.

Your school works hard planning all these interesting activities and I know that you appreciate them. Your teachers and teaching assistants are excellent at teaching you and they know exactly what each of you needs in order to learn. Your behaviour is very good and you all try hard in lessons. You have a clear understanding of your targets and how to achieve them and the teachers' marking of your work helps you improve it.

One of the things that makes your school so good is that the headteacher and staff always want to improve things for you. You can help by doing what you already do so well - work hard, enjoy lessons and follow your school rules. I have asked them to do one thing which will help make your school an even better place in which to learn.

- Help children in Years 1 and 2 to make better progress in reading, writing and mathematics.

Thank you very much for being so helpful to me during your school's inspection. I hope that you are all proud of what you, the staff, governors and parents have achieved. I wish you and your school all the best for the future.