

# Warboys Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	110715
<b>Local Authority</b>	Cambridgeshire
<b>Inspection number</b>	310398
<b>Inspection dates</b>	2–3 December 2008
<b>Reporting inspector</b>	Mike Best

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	299
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Tania Upton
<b>Headteacher</b>	Mr Martin Kelsey
<b>Date of previous school inspection</b>	7 February 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Humberdale Way Warboys Huntingdon Cambridgeshire PE28 2RX

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<b>Age group</b>	4–11
<b>Inspection dates</b>	2–3 December 2008
<b>Inspection number</b>	310398

**Telephone number**  
**Fax number**

01487822317  
01487824423

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## Introduction

The inspection was carried out by three Additional Inspectors.

### Description of the school

This larger than average primary school serves a mix of owner-occupied and rented homes in the village and surrounding area. Most pupils are from white British backgrounds. The proportion of pupils eligible for free school meals is similar to that found in other primary schools. Four pupils are looked after by the local authority.

When they join the Early Years Foundation Stage (EYFS) in the September following their fourth birthday, children's skills and experiences are slightly lower than those expected for their age. The proportion of pupils identified as having learning difficulties and/or disabilities is above average, as is the proportion of those with statements of special educational need.

A new headteacher was appointed in September 2007 and a new deputy headteacher joined the school in January 2008. There has been a reduction in staffing as the school roll has fallen.

The before and after school child care provided on the school premises was inspected separately during the course of this inspection.

### Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a rapidly improving school that, under the strong leadership of the headteacher, is successfully addressing pupils' underachievement. The school rightly evaluates its overall effectiveness as satisfactory. Much of the action taken during the past four terms is still developing and its impact has yet to be reflected consistently in the quality of teaching and pupils' progress. Parents overwhelmingly voice their confidence in, and respect for, the headteacher. This is reflected in the positive views expressed by pupils, one of whom commented: 'Mr Kelsey is sorting things out in the school. We're getting on much better with our work because our behaviour has improved.'

Achievement is satisfactory. Children in the EYFS make good progress and meet the expected standards when they leave their Reception classes. Standards at the end of Year 2 in reading, writing and mathematics are broadly average. Girls do better than boys in writing, continuing the trend evident in the EYFS. At the end of Year 6, standards are broadly average in English, mathematics and science. Reading is stronger than writing, with boys in particular doing less well than expected nationally. The quality of teaching and learning is improving and is satisfactory. Inconsistencies in the progress pupils made between classes are being addressed by the introduction of more rigorous procedures for checking on how well pupils are doing. In many lessons, pupils make good progress because teaching is well matched to their needs. However, in a small but significant minority of lessons where teaching remains inadequate, they make insufficient progress because teachers' expectations of what pupils of all abilities can achieve are not high enough and learning lacks challenge.

Pupils' personal development and well-being are satisfactory. The recently revised behaviour policy is having a positive impact, with most pupils behaving well in lessons and around the school. Pupils have a good understanding of how to keep fit and healthy, and they know how to keep safe. Most pupils say that they enjoy school and the vast majority show enthusiasm for learning, especially when information and communication technology (ICT) is being used. The curriculum is satisfactory. Staff have worked hard in the last year to redesign the curriculum in order to increase the opportunities for pupils to develop and use their basic skills across a range of subjects. The care, support and guidance provided for pupils are satisfactory. All statutory requirements, including those for child protection and safeguarding pupils, are met. There are effective arrangements for supporting those looked after by the local authority and they make satisfactory progress. Most pupils are aware of their targets for improvement but the guidance they receive as to what they need to do next is not consistent across the school.

The overall effectiveness of leadership and management is satisfactory. The headteacher, ably assisted by his deputy, provides very clear direction for the school's improvement. They are highly involved in developing, monitoring and evaluating standards and the quality of provision. Priorities are clearly focussed on raising standards and supported by challenging, yet achievable targets. Many policies and practices are only recently in place and have still to be fully embedded. In addition, the roles and responsibilities of subject leaders and other managers have increased and some have yet to make their mark on school improvement. The school is successfully tackling identified weaknesses and has the capacity to drive forward future improvements.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children in the EYFS make good progress from their relatively low starting points, because of good teaching and an interesting and enjoyable curriculum. As a result, most meet the expected standards by the time they move to Year 1. However, boys' progress in early writing skills falls behind that of girls'. The school is beginning to address this by making tasks more active, so that boys are better motivated and willing to learn.

Children settle into school quickly because of the school's good liaison with the local pre-school and induction procedures involving home visits. The welfare of children is carefully provided for and central to the role of all staff. Assistants give good support to small groups and individuals.

The EYFS leader works effectively with all reception class staff to promote improvements and acts quickly upon the supportive comments of local authority advisers. The learning environment is welcoming and set out well, with a good balance of adult-led activities and those chosen by the children from the range on offer. Children record on charts which activities they have done and staff ensure that they experience a broad range of different skills. Assessment is rigorous and used well in teachers' lesson plans to carefully match learning to the needs and abilities of the children.

### What the school should do to improve further

- Raise pupils' achievement in writing through increasing the opportunities for pupils to write for a wide range of different audiences and purposes in English and other subjects.
- Improve teaching by ensuring that there is greater consistency, especially in the expectations of, and challenge provided for, pupils of all abilities.
- Develop the roles and responsibilities of all staff with leadership roles in driving forward improvements.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

In the 2008 teacher assessments, standards at the end of Year 2 were broadly in line with the national averages. Better performance by girls in reading and mathematics helped to improve the overall results compared with 2007 but boys' writing remained below average. The school's own secure evidence indicate that results at the end of Year 2 have been below the national average for some time. At the end of Year 6, statutory test results continued to fall following the last inspection. In 2008, results for boys and girls alike rose in mathematics and science at both the expected and higher levels to be broadly in line with the 2007 national averages, enabling the school to meet its targets. In English, although results in reading were broadly in line with national averages, standards in writing were below average for both girls and boys, and targets were missed.

Pupils are making satisfactory progress towards their suitably challenging targets. Accurate use of assessment information in teachers' planning, although not yet consistent across the school, is making these targets achievable because of the closer match of work to meet pupils'

needs. This approach is particularly benefiting those pupils capable of reaching the higher levels because they are better challenged in their learning. The earlier provision of programmes to support pupils with learning difficulties and/or disabilities or those at risk of falling behind, is enabling these pupils to make satisfactory progress.

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

### **Grade: 3**

Pupils' spiritual, moral, social and cultural development is satisfactory. Relationships are friendly and this supports pupils' learning well. Most pupils respond positively to the 'Golden Rules' for behaviour they have helped to draw up. Pupils are beginning to develop their understanding of the responsibilities of being part of a close school community. The recent anti-bullying week has raised pupils' confidence in dealing with such incidents and they are pleased that staff act promptly to resolve issues. The school works hard to promote regular attendance and the rate is currently satisfactory.

Pupils have a good understanding of how to keep themselves fit and healthy, talking sensibly about the importance of a healthy diet and taking regular exercise. Personal and social awareness, and an understanding of environmental issues, are developing well through work involving the National Clean Air award and Campaign for School Gardening. The school and class councils help pupils to make positive contributions to their community. Pupils raise funds for charities, such as Children in Need. Pupils' sound basic skills give them a satisfactory foundation for their future working lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Working closely with the local authority, the school has put in place good systems to improve the quality and consistency of teaching and make learning more appealing to pupils. Effective practice is characterised by good working relations between staff and pupils. Teachers' planning uses information about what pupils of differing abilities know and can do to identify the next steps in their learning. Clear explanations, well illustrated by use of the interactive white board, ensure that pupils know what they have to do. Learning intentions are shared at the start of lessons and discussed with pupils at the end to check their progress. In these lessons, teachers' expectations are high and pupils are challenged; lessons proceed at a brisk pace; and support staff provide valuable help to those needing it. Such practice is not, however, consistent across the school. A small proportion of lessons lack challenge, pace and focus because teachers' expectations are too low. As a result, pupils do make good enough progress because the work fails to address their interests or needs.

### **Curriculum and other activities**

#### **Grade: 3**

The school is in the process of implementing the revised national strategies for literacy and numeracy, and alongside these, is introducing a skills-based approach through themes that promotes links between different subjects. These initiatives are making learning more relevant and enjoyable for pupils but this work is recent and has yet to be embedded. Displays around the school show some high quality work in art and pupils enjoy being creative. The school is successful in developing pupils' understanding of safe and healthy living through weekly lessons

in personal, social and health education and citizenship. A good range of enrichment activities, including visits, visitors and after school-activities add a further dimension to pupils' learning. Residential visits and themed events, such as Greek and Tudor days help bring learning to life.

## **Care, guidance and support**

### **Grade: 3**

The school provides a caring and supportive ethos. Policies and procedures have been systematically reviewed and revised, and there is effective provision to support vulnerable pupils. Staff work closely with external and support agencies to promote pupils' welfare and learning. Academic guidance is satisfactory. The school has recently established robust systems for collecting information about pupils' progress. Increasingly, effective use is being made of this to inform the next steps in their learning. There is some high quality practice developing in the marking of pupils' work, particularly the use of written comments to tell pupils how they can improve, but this is not present in all classes.

## **Leadership and management**

### **Grade: 3**

After an extended period of uncertainty, the school community has welcomed the insightful and consistent approach of the headteacher. The establishment of statutory performance management for teachers has enabled the headteacher to focus on raising the quality of teaching and pupils' achievement through establishing common approaches to planning and delivering the curriculum. Although the headteacher and deputy headteacher monitor provision and its impact on learning and progress effectively, subject leaders have yet to fully develop this role. The headteacher and deputy headteacher use their accurate view of the school's strengths and weaknesses to identify clear priorities for improvement. However other staff are not yet sufficiently involved in this process. Consequently the school's evaluation of itself and its capacity to improve are satisfactory.

Many of the governors are newly appointed. They are committed to, and supportive of, the school but some are still finding their feet. They are increasingly able to hold the school to account because they are benefiting from recent local authority training. Through its focus on improving standards and provision, the school is developing its links with parents, its partners and the wider community. The school's contribution to community cohesion is satisfactory. Pupils have a secure understanding of different cultures and beliefs, and value the diversity of the local and wider communities. The school is accurately addressing variations in its provision to enable all pupils to achieve successfully.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

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<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

4 December 2008

Dear Pupils

Inspection of Warboys Community Primary School, Warboys, PE28 2RX

Thank you very much for making us welcome when we visited your school earlier in the week. We were pleased to hear from so many of you how much you think your school has improved since Mr Kelsey took over as headteacher. We congratulate you on the efforts you have made to improve your behaviour through drawing up and keeping to the 'Golden Rules'. You are absolutely right to say that the standard of your work is much better. Well done!

The school has been through a difficult time and there has been a lot for Mr Kelsey and the staff to do. With your help they have made a good start. Teachers have worked very hard to make what you learn more interesting and to develop links between subjects, for example, history and writing. The improvements to the ICT equipment mean that you can now use computers much more in your work. Teachers have also been improving the way in which they check on how well you are doing and making sure you know what you need to do next. The support staff provide you with some good help, especially when you are stuck, and we are impressed by how well you all get on together.

We have asked Mr Kelsey and everyone to concentrate on three things in particular that we think will make a big difference - and your help is needed. First, we think your teachers can help you improve the standard of your work, particularly in writing where you are not doing as well as in other subjects. Second, we want them to make sure that in each and every lesson, the work teachers give you is challenging and they have the highest expectations of what you can do. Third, many of your teachers are helping to plan and make improvements. Mr Kelsey and Mrs Boxall can't always keep a close eye on absolutely everything that goes on. They need the teachers to become more involved in checking how well things are going and come up with ideas for further improvements.

Keep working hard and enjoying school.

Yours truly

Mike Best

Lead inspector