

# Warberry Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	113403
<b>Local Authority</b>	Torbay
<b>Inspection number</b>	311255
<b>Inspection dates</b>	14–15 May 2008
<b>Reporting inspector</b>	David Edwards HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	360
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Dickinson
<b>Headteacher</b>	Rhona Griffin
<b>Date of previous school inspection</b>	7 February 2005
<b>School address</b>	Cedars Road Torquay TQ1 1SB
<b>Telephone number</b>	01803 292642
<b>Fax number</b>	01803 215325

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors and one Additional Inspector.

## Description of the school

Warberry is a larger than average Church of England Foundation primary school. Children are taught in either single or mixed-age classes. Attainment on entry to the school remains below average. Nearly all pupils are White British. In recent years, the proportion of pupils with learning difficulties and/or disabilities has significantly increased, but remains broadly in line with the national average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. It has some outstanding strengths. Central to the effectiveness of this school is good leadership and management and the strong educational direction provided by the headteacher, who is very well supported by the senior leadership team and an active governing body. Nevertheless, there is still more to be done with regard to monitoring and improving the quality of teaching and learning in Key Stage 1 and in enabling pupils to be better informed about their work and progress.

The school is held in high regard within the local community and enjoys the overwhelming support of parents. As one parent succinctly wrote: 'I am very content and proud my child attends such a happy, well run and caring school', and another said: 'I couldn't ask for any more!' This pride in the school is shared by the majority of pupils, and rightly so. The children quickly settle in the Foundation Stage and begin to make very good progress because of the outstanding teaching and care they receive. In Years 1 to 6, achievement is good overall and, from a below average start, pupils reach above average standards by the time they leave school. In Key Stage 1, pupils' progress is satisfactory. This is because some teaching does not always provide a consistent challenge for the pupils, with some work being too easy or too difficult. The curriculum is good and it is evident that steps taken in the last year to redesign the curriculum and make it more engaging for pupils are having a very positive impact on the pupils' enjoyment of lessons. The school is also looking at ways to make meaningful links between subjects within the curriculum. The full impact of these improvements, however, is yet to be embedded across the school. The good progress made since the last inspection in the assessment of pupils' learning ensures targets are now set in the core subjects and pupils' progress is carefully tracked. This information is helping teachers to plan better lessons that support more effectively pupils' learning needs. When shared with pupils and parents, this information has helped to raise standards of achievement, especially in Key Stage 2. All members of staff work hard in creating the friendly, caring and positive atmosphere, which is evident throughout the school. Pupils flourish in this environment, showing exemplary behaviour and attitudes, which they demonstrate through their many church and community involvements. Consequently, their personal development and well-being are excellent.

The headteacher cares passionately for all the children and their families and has worked tirelessly to build a dedicated body of staff around her who are equally as committed to seeing improvements in teaching and learning. Governance is strong and partnerships are very good, which means the school has good capacity for continued improvement.

## Effectiveness of the Foundation Stage

### Grade: 1

The Foundation Stage is outstanding in its provision and for the progress that children make in their learning. Children's attainment on entering the school in recent years has been below national expectations. However, teachers quickly establish very positive relationships with parents and carers to ensure children begin learning as soon as possible. The physical environment is safe, secure and carefully organised to encourage learning and promote very good personal development. Parents appreciate this and the high quality of care provided by the school. Teachers plan and work effectively together to ensure they provide exciting and creative learning opportunities for children. For example, their language was developed and cultural understanding enriched through a project on Mexico when children had opportunities

to experience special foods and music. Teachers' assessments of children are insightful and used very carefully to match activities with the learning opportunities that are planned. Other adults work closely with teachers to support and extend children's learning whenever possible. This is why children make outstanding progress.

### **What the school should do to improve further**

- Monitor teaching more effectively to improve the quality of teaching, learning and raise standards in Key Stage 1.
- Use assessment data more effectively to ensure that pupils are better informed about what they need to do to make even faster progress.

## **Achievement and standards**

### **Grade: 2**

Standards are above average and pupils' achievement is outstanding in the Foundation Stage and good overall in Years 1 to 6. Increasing numbers of children begin school with personal skills and knowledge that are well below those typically seen. They quickly make progress in the Nursery, because of the outstanding expertise of their teachers. Children continue to make very good progress in Reception, which prepares them well for entry into Key Stage 1. Although satisfactory, progress in Key Stage 1 is not as strong as some lessons lack clear focus and the pace of learning is too slow. Standards by the end of Year 2 are broadly average in reading and writing, but weaker in mathematics. Once in Key Stage 2, a good sense of challenge from teachers returns and a wide variety of support techniques are used to ensure pupils quickly progress. Support for pupils with learning difficulties and/or disabilities is good throughout the school so that they make good progress.

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

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is outstanding. The school is a happy, orderly community where pupils know right from wrong and willingly accept responsibility for their actions. Pupils also have a very good understanding of the importance of healthy eating and exercise and are very well aware of safety issues, including, for instance, road safety. Pupils feel safe and well cared for at school and are totally confident that adults there will help them with their problems.

Attendance remains satisfactory. The school does all it can to ensure pupils attend regularly and arrive on time, yet despite its best efforts to improve attendance it has not yet been able to secure the support of all parents to ensure that their children attend more regularly.

Behaviour is outstanding overall. Pupils are confident and friendly and remain engaged even in the less interesting lessons. They are excellent ambassadors for their school and a credit to their teachers.

Pupils are actively involved in local and national fund raising for charity and play a significant part in their local community, particularly through local church activities, and the wider, global community, such as through their links with a school in Vietnam. As pupils progress through the school, they develop outstanding workplace skills, demonstrated through their appreciation of diversity, ability to work independently and their tolerance when working together.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are particularly strong in the Foundation Stage and Key Stage 2, where strengths include the excellent relationships between teachers and pupils, consistent levels of challenge and an effective understanding of what pupils need to learn next. For example, a Year 5 mathematics lesson got off to an excellent start with a 'wake-up, shake-up' session. This lively beginning was used to secure understanding of place numbers and gave plenty of opportunities for pupils to think, talk and listen to each other and their teacher. The progress of a child with specific learning needs in this lesson was clearly outstanding because of excellent support from a teaching assistant. However, the effectiveness of teaching assistants varies across the school because they are not always deployed effectively by teachers to support specific pupils. Where teaching is not as strong, particularly at Key Stage 1, planning is not based so securely on pupils' learning needs so that activities are not always well matched to the pupils' different abilities and the pace of learning slows so that some pupils become restless. Pupils recognise this and report that they would like to be more involved in their lessons by having more opportunities to be active.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good, with particular strengths in the provision of extra-curricular activities. Pupils are very enthusiastic about these and they are well attended. Much work has been done by the senior leader responsible for curriculum design to ensure greater continuity of skill progression and creativity in lessons. Teachers are carefully planning thematic links between some subjects, which pupils recognise and appreciate. This is having a very positive impact on pupils' enjoyment of learning, and is especially evident in the Foundation Stage and at Key Stage 2. For example, older pupils were particularly motivated by and enjoyed an 'archaeological dig' in their classroom that was part of their topic on the Egyptians. Curricular provision in Key Stage 1 is not as well developed. Not enough is done to involve the pupils in their lessons or to create opportunities for them to demonstrate what they have learnt. Teachers are beginning to involve older pupils now in the planning of their own work which is helping to develop self-responsibility and is evident in their displays and carefully presented topic work.

### **Care, guidance and support**

#### **Grade: 2**

The school provides a very safe and supportive environment for pupils to develop, and arrangements for the safeguarding of pupils are robust. All members of staff are fully committed to ensuring pupils' high levels of enjoyment and achievement. Teachers show respect to pupils and have developed very good relationships with them. In return, pupils have confidence in the staff and feel free to ask for advice and help, which makes a significant contribution to their overall achievement. Teachers' good knowledge of pupils and their families provides a firm foundation for the good care provided for pupils. The collection of data on pupils' progress is comprehensive and effectively analysed. However, this data is not yet used consistently to inform pupils accurately of their progress. Targeted support for pupils with learning difficulties and/or disabilities is good and teachers track their progress effectively, which successfully aids their learning.

## Leadership and management

### Grade: 2

The headteacher leads the school with commitment and drive. Most of the areas for development identified at the last inspection have been resolved and the strengths of the school have been effectively maintained. In particular, the quality of assessment has improved and teachers now collect and use data to inform their planning. Consequently, pupils are beginning to have a better understanding of what they need to do to improve. This is still variable throughout the school and senior leaders are also aware that there is more still to do to improve the quality of teaching and learning at Key Stage 1. In other important areas, such as the Foundation Stage and pupils' personal development, the school has gone from strength to strength. This is as a result of the headteacher's decisive actions and focus on continued improvement. The recent changes to leadership responsibilities, including the good appointment of a senior leader to oversee teaching and learning, has strengthened the school's capacity to make further improvements. The governing body has taken good strategic decisions to ensure that excellent new accommodation for Key Stage 2 has been provided. Together with the headteacher, they have a good understanding of the strengths of the school and what needs to be done next to improve the school further.





## 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?	2
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?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

### Achievement and standards

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

### 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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

Dear Pupils

Inspection of Warberry Church of England Foundation Primary School, Torquay, TQ1 1SB

I am writing to thank you all for being so welcoming when we came to inspect your school recently. We think Warberry Church of England Primary is a good school and your behaviour during the inspection was outstanding. Well done!

Here are some of the things that we particularly liked about your school. When you start school in the Foundation Stage, you settle really well and make very good progress. Teaching and the curriculum are good and you have very good relationships with your teachers. You are very clear about how to keep safe and lead healthy lifestyles. You are caring to one another and think it is important to help others in need, through, for example, your support of charities and involvement in the local church. You have lots of after-school activities, which you say you enjoy greatly, and by the time you leave school in Year 6, you reach above average standards. You make good progress overall and achieve well.

We have asked your headteacher to think about ways she could make your school even better for you. In particular, we would like her to:

- keep a closer eye on teaching and learning in Key Stage 1 to help you reach higher standards
- use the assessment information that teachers collect on you to help you understand how you can make even better progress than you are doing now.

I am sure that if you continue to hold such positive attitudes to your work, like those you showed us when we visited your classrooms and talked about when we met with you around the school, then you will go on to achieve very well in the future.

With very best wishes

David Edwards Her Majesty's Inspector