

Warnham CofE Primary School

Inspection report - amended

Unique Reference Number	125998
Local Authority	West Sussex
Inspection number	315390
Inspection date	25 September 2008
Reporting inspector	Janet Simms

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.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	
School (total)	112
Government funded early education provision for children aged 3 to the end of the EYFS	25
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Geoff Read
Headteacher	Christine Crunden
Date of previous school inspection	15 November 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Freeman Road Warnham Horsham RH12 3RQ
Telephone number	01403 265230
Fax number	01403 271339

Age group	4-11
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Amended Report Addendum

Report amended due to administration error

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Introduction

The inspection was carried out by two Additional Inspectors who evaluated the overall effectiveness of the school and investigated the following:

whether progress in mathematics is improving

the achievement of higher attaining pupils

whether the pace of school improvement is speeding up so that pupils' good initial progress can be sustained.

Inspectors gathered evidence on the day from discussions with staff, pupils, a governor and others. A range of school documentation was examined and first-hand evidence was gathered from observing pupils in lessons and at play. Parents' views were gathered from questionnaires completed prior to the inspection and through talking to some at the start of the day.

Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments as given in its self-evaluation were not justified, and these have been included where appropriate in this report.

Description of the school

This small primary school caters mainly for children from the surrounding village. Most enter Year 1 from the school's Early Years Foundation Stage (EYFS) with a few joining in Year 1 or in subsequent years. EYFS children are in a discrete year group and all four other classes are mixed age. The proportion of pupils with learning difficulties and/or disabilities is relatively high. Very few pupils are from minority ethnic backgrounds and almost all speak English as their native language. There have recently been significant staff changes and absences, particularly in Key Stage 2.

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 satisfactory school. It has some good features which include pupils' personal development and well-being and the strong pastoral care they receive. Most parents agree with one who commented that 'staff at Warnham have made my child's life very happy, fulfilling and secure'. Pupils enjoy school greatly and the development of social, moral, spiritual and cultural understanding is good. A recent turbulent period of staff turnover and absence has affected the progress of some pupils, particularly older ones, but staffing has now settled. Several adults comment on a new 'buzz' of enthusiasm this year, with appointments to the senior team and a renewed focus bringing stability and improved morale. Senior staff have an accurate view of the school's strengths and weaknesses and are supported and challenged increasingly well by governors. Future targets are properly challenging, given the lower starting points of the present year groups. Leadership and management are currently satisfactory, but the school now has a good capacity to improve further. Staff have prioritised accurately the same issues as the inspection team and are already tackling what needs to be done. It is a well-resourced school which uses its partners effectively to help improve provision for all its pupils.

Although they vary by year group on entry to the EYFS, standards are broadly average in all years. Achievement is good in the Reception class and satisfactory overall, so pupils leave the school with a satisfactory range of basic skills to equip them for future education and work. The recent implementation of plans to improve achievement resulted in significantly better progress towards the end of Year 6 for pupils who left in 2008. This is continuing, so achievement is improving and is becoming more even across the school.

Teaching and learning are satisfactory, but there are some inconsistencies. Progress in Years 3 to 6 previously slowed because pupils had many different teachers and experienced variable expectations. This has had residual effects which have impacted more acutely on achievement in mathematics than in English. The new mathematics co-ordinator has a clear picture of these issues and recent guidance is being implemented to overcome them. However, the school recognises that the teaching of mathematics is not consistently good enough to redress existing deficits in pupils' learning. Some good teaching is identified by the school and was seen on the inspection. Relationships are good and pupils' concentration and listening skills have improved since the last inspection. Pupils chat quietly about their work in lessons and are keen to answer questions. However, work is not always planned in enough detail to match the needs of all pupils effectively, especially the more able. Behaviour is good and pupils work hard, but the more able who work faster often simply complete a greater volume of work which is similar to their peers, rather than activities which will stretch their capabilities and develop their independence.

Pupils with learning difficulties and/or disabilities receive properly targeted support, often from teaching assistants who are deployed more effectively than they were at the last inspection. Staff do not always comment orally, or in their marking, on the need to improve the presentation of written work and the school is just beginning to improve this and other areas of marking. Pupils are becoming usefully involved in assessing their own learning, for instance through 'thumbs up/down' visual signals, or self-marking with 'traffic light' colours to indicate their own understanding.

All staff were involved in planning the reorganised, integrated curriculum, and while it is too new for its impact to be evaluated, changes are already stimulating the interests of pupils and adults alike. The building of a Viking longboat in the hall, for instance, created great enthusiasm amongst those who took part, and others. Pupils involved were articulate in discussing their part in the project and how it has been filmed and recorded because it had to be dismantled at the end of the day. This type of enrichment is good, as is extra-curricular provision, which includes opportunities to learn sports such as golf. These contribute well to keeping pupils fit and healthy. Other activities, such as a recent popular sponsored walk, generate funds and increase pupils' awareness of contributing to various community needs. Pupils are increasingly aware of their rights and responsibilities because of recent good work on the Rights Respecting Schools agenda. Pupils feel safe here and parents value the good care staff take in safeguarding their children. Attendance is average and most extended absences are due to holidays taken in term time.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children mostly start school with the expected range of skills and capabilities for their age, though last year a high proportion had learning difficulties and/or disabilities. They make good progress through the EYFS, generally reaching average standards by the time they enter Year 1. Staff know children well, ensuring that they benefit from support which is matched well to individual needs and building particularly effectively on a child's natural inquisitiveness. Careful questioning extends thinking as well as language, mathematical and other skills. Parents value the well-considered arrangements which have helped their children to settle quickly into school and point proudly to what they have already learned. As one explained, 'My daughter has only been attending Warnham for about three weeks but there has already been a significant improvement in her writing skills and her ability to recognise words.'

Children get on well together and with the adults who teach and look after them. They take turns and share things and ideas increasingly well. All are keen to take part in activities such as counting off and paying their pennies for the 'ten currant buns' of the song. Children are enthusiastic about the many interesting activities they can select from, both indoors and in the well-equipped outdoor area. It is generally boys though, who choose to play outdoors on the large wheeled toys and mainly girls who opt to remain indoors to engage in role play. Children have already been on a walk to learn about their village. Staff give high priority to safeguarding arrangements and a parent gratefully pointed out that this walk was 'well organised, with the safety of the children paramount'.

What the school should do to improve further

- Improve achievement in mathematics, making sure that a focus on learning key skills enables pupils to build appropriately on their prior learning.
- Ensure that all work is well matched to individual pupils' capabilities, particularly to challenge and stretch more able pupils.

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.

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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?	2
The capacity to make any necessary improvements	2

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 ¹ 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

¹Grade 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

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	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?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
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	3
The effectiveness of the school's self-evaluation	2
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	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 Warnham CofE Primary School, Horsham RH12 3RQ

Thank you so much for welcoming us into your school in September. We enjoyed our visit and I am writing to tell you what we found out.

Yours is a satisfactory school and there are some good things about it. One of these is the good start which children get in the Reception class. You make good progress there and settle down quickly. Another is the way you develop as sensible, thoughtful young people. Your parents say that you very much enjoy your time at school and we found they are right. We liked the friendly ways you work together and how almost all of your chat in class is about the work you are doing. Another good thing is the way the staff all take very good care of you, making you feel safe and secure. Lots of people talked to us about the 'buzz' of new things happening now that the school has settled down this year and your parents feel that things are better than they have been lately.

There have been a lot of changes of teachers recently, which has mostly affected the older ones amongst you and has slowed down your progress. This is better now, so your progress is speeding up. There are still some gaps in your learning though, especially in mathematics, and we have asked the school to help you to make better progress in mathematics. We have also asked the school to ensure that the most suitable level of work is set for you all, especially those of you who can do harder work.

We found that you like the new sorts of things you are doing in lessons, like building the Viking longboat in the hall this week. These are making learning more enjoyable for you. Lots of you take part in a good range of activities outside school time. Some of these, like sports, are keeping you fit and healthy.

Thank you again for your welcome.

Yours sincerely

Janet Simms Lead inspector