

Warmsworth Primary School

Inspection report

Unique Reference Number	106756
Local Authority	Doncaster
Inspection number	324459
Inspection dates	20–21 January 2009
Reporting inspector	Andrew Clark

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	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	457
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
Appropriate authority	The governing body
Chair	Mrs G Hemsworth
Headteacher	Mrs Ann Marshall
Date of previous school inspection	5 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Mill Lane Warmsworth Doncaster South Yorkshire DN4 9RG
Telephone number	01302 852200
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This larger than average school serves the local village but almost a third of pupils come from other areas of Doncaster. Pupils are from a range of social and economic backgrounds. The majority of pupils are White British with a small percentage of Asian and Afro-Caribbean heritage. The percentage of pupils eligible for free school meals is below average. The proportion of pupils with learning difficulties and/or disabilities is average. The Early Years Foundation Stage (EYFS) provision consists of the Nursery and two Reception classes. The school has Healthy Schools status and also the Activemark Award. The headteacher, deputy headteacher and assistant headteacher have been appointed since the last inspection.

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 and improving school. Pupils achieve well at all stages and reach above average standards by the time they leave the school at the end of Year 6. Personal development is good as a result of the caring, supportive ethos and the high expectations staff have of their pupils. The headteacher has created a tightly focused and effective leadership team, which has provided stability after a period of staff change and has set a clear direction for continuous improvement.

Children enter the EYFS with skills which are typical for their age. They make good progress throughout the school and reach above average standards in English, mathematics and science by the end of Year 6. A significant proportion of pupils reach the higher levels expected of them. Following a dip in the National Curriculum test results in 2007, due to significant staff changes, rigorous target setting procedures introduced by the new leadership team have led to accelerated progress throughout the school. Pupils with learning difficulties and/or disabilities and those who speak English as an additional language, also achieve well as a result of the effective challenge and support they receive.

Pupils' personal development and well-being is good with outstanding features. Their behaviour is exemplary. They go out of their way to help each other and are very attentive in lessons and assemblies. Pupils' understanding and appreciation of living healthy lifestyles are outstanding. They take full advantage of frequent opportunities for exercise and the healthy snacks and meals the school provides. Attendance is good and has improved since the previous inspection. Pupils thoroughly enjoy learning because most lessons are fun and relationships are excellent. The pupils are well prepared for their future lives. Pupils make a good contribution to the school and local community through the school, sports and eco councils and also many charitable events.

The quality of teaching and learning is good, with some outstanding elements. Lessons are well planned to build on pupils' previous learning. Teachers make particularly good use of games and information and communication technology (ICT) to motivate and challenge pupils. In the best lessons, the pace of learning is fast and pupils are fully engaged by practical activities. However, in a minority of lessons, the pace is too slow and there are not enough opportunities for pupils to work independently. This limits the progress they make.

The curriculum is good and meets pupils' needs well. Literacy and numeracy lessons are well planned and work is matched accurately to the needs of pupils. The school has started to make good links between subjects, making learning relevant and meaningful. Through well planned support, pupils with learning difficulties and/or disabilities have full access to all the school offers. There is a good range of sporting and other extra-curricular activities. The care, guidance and support for pupils are good. The promotion of good behaviour and attendance is effective and safeguarding procedures are in place. High quality pastoral care and the strong family ethos contribute very effectively to pupils' personal development. Pupils' academic progress and personal development are carefully and accurately monitored. The quality of marking is good and pupils are becoming increasingly involved in assessing and improving their own work.

Leadership and management are good. The headteacher's clarity of vision, energy and enthusiasm has empowered an inspirational leadership team, which has had a good impact on improving progress and the learning environment. The governing body fulfils its role well. The school plays a key role in the local community and parents' views of the school are positive.

Good achievement, above average standards and pupils' good personal development demonstrate that the school has a good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the EYFS is good and helps children to achieve well. Children's skills on entry to the Nursery vary from year-to-year but are generally at typical levels for their age. By time they enter Year 1, an increasing proportion are working at the expected levels and sometimes above. Children's skills improve well because of the more focused systems to track their progress and improved initiatives to teach letters and sounds.

The good teaching across the EYFS enables children to make good progress in most areas of learning, including in their personal, social and emotional development. Children settle happily and get off to a good start in the Nursery because of the wide range of interesting activities and the warm welcome provided by staff. All staff have high expectations, provide well planned and purposeful activities and promote good social skills. As a result, children gain positive attitudes to learning and steadily develop confidence. The spacious and stimulating indoor areas encourage children to make choices and learn to share. Large and attractive outdoor areas are used increasingly to help children learn through many practical experiences. The more able are now challenged effectively by stimulating self-chosen activities which allow them to build on their skills. However, children's learning is occasionally limited, particularly in Reception, when they are kept sitting and listening too long and do not have enough opportunity to select their own tasks. The school works hard and increasingly successfully to forge positive relationships with parents.

The EYFS is well led. There is a clear vision for improvement and the school receives good support from the local authority. Children's welfare is promoted well. Staff provide high quality care and guidance and, as a result, children are safe and feel secure.

What the school should do to improve further

- Ensure all lessons have sufficient pace and opportunities for pupils to work independently.
- Ensure teaching in the EYFS, particularly in the Reception classes, provides more opportunities for children to select their own activities.

Achievement and standards

Grade: 2

Pupils achieve well because there are sharply focused systems to monitor their progress, which provide high levels of challenge and ensure that planning is closely matched to their individual needs. As a result, over half the pupils reach levels which are higher than normally expected for their age by time they leave Year 6. Inspection evidence confirms this trend of above average standards and good achievement in Key Stage 2.

In Key Stage 1, pupils build effectively upon the good start they have in the EYFS and achieve well in reading, writing and mathematics. They build well on their attainment at the end of the EYFS so that more pupils are working above the levels expected for their age.

There is no significant difference in the achievement of different groups of pupils. However, the school is quick to identify any variations and take steps to address them. This has had a positive impact on the achievement of more able pupils in writing. The few pupils from minority

ethnic backgrounds, those with learning difficulties and/or disabilities and those identified as vulnerable achieve equally as well as their peers.

Personal development and well-being

Grade: 2

Pupils' moral and social development is outstanding because they are very effectively taught right from wrong and this influences their excellent behaviour. Pupils develop high levels of self-confidence and mix confidently with pupils and adults in a wide range of situations. The manner in which pupils adopt safe practices is excellent. Their spiritual and cultural development is good. They learn to enjoy and appreciate a range of art and music. Pupils enjoy their lessons because they find them fun and challenging. They are very happy children who are very proud of their school.

Pupils take on many responsibilities and do so with maturity. For example, members of the various councils plan agendas, keep minutes and manage budgets. They communicate the views of other pupils to the school managers and contribute well to change and development of the school environment. Pupils' excellent knowledge and understanding of healthy lifestyles is underpinned by very effectively taught science and personal development activities. They keep fit through daily exercises in every class, as well as physical education lessons and a wide range of healthy snacks available to all pupils. They are involved in many aspects of the local community and have been particularly successful in the 'Doncaster in Bloom' competition.

Quality of provision

Teaching and learning

Grade: 2

The excellent relationships based upon good pupil management are a key feature of all lessons. The excellent relationships together with exemplary behaviour make an important contribution to the good progress pupils make and to the above average standards they reach. 'All teachers are friendly and offer brilliant support and advice to help children learn' is a typical parental comment. Classrooms are often lively and exciting places, where pupils are well motivated.

Teachers use questions well to develop and check pupils' understanding and provoke thought. All pupils, particularly those with learning difficulties and/or disabilities, benefit from good quality support provided by committed teaching assistants. Teachers make the purpose of the lessons very clear to pupils and increasingly involve them in planning and assessing their own progress. As a result, pupils know what they need to do to succeed.

In a few lessons, progress is restricted because the pace is too slow and pupils do not have enough time to work independently to enable them to make best possible progress. In the best lessons, there is a buzz of industrious activity and high levels of interest and involvement generated by enthusiastic teaching. Teachers' high expectations inspire pupils' imaginations and stimulate their thinking, such as through role play and problem solving in Year 6. On such occasions pupils make excellent progress.

Curriculum and other activities

Grade: 2

The good curriculum and strong partnerships with the secondary school and many local organisations make a good contribution to pupils' learning and to their social and personal

development. English, mathematics and science are strongly represented throughout the curriculum and enable pupils to make good progress. Writing is strongly promoted, for example, through the use of an attractive jungle area, which helps fire pupils' imaginations and pupils increasingly write to support work in other subjects, such as in science and history.

The school has started to make effective links between subjects to bring learning alive. This is still developing and has not yet had time to have a full impact on learning. Pupils make good use of ICT as a tool for learning in many subjects. As a result, pupils are very familiar with using spreadsheets and multi-media presentations. Extensive outdoor areas and the immediate locality are used regularly to extend learning through first-hand experiences, practical investigations and problem solving activities.

Music has a high profile with a flourishing orchestra and all Year 4 pupils learn to play a musical instrument. All pupils undertake regular physical education and movement, with the popular 'Take Ten' system helping to keep them fit and active. The increasing emphasis on teaching skills in art results in some high quality work, such as observational drawings and paintings. A good range of popular clubs including sports, music and the arts extend opportunities for pupils to develop new skills and techniques. Parents fully appreciate the many opportunities the school offers. 'There are lots of trips and visits, as well as many extra-curricular activities that my children enjoy and which challenge them in different ways' typifies their views.

Care, guidance and support

Grade: 2

Pupils' welfare and well-being are at the core of the school's work. Parents' views reflect these strengths. They make comments such as, 'I am particularly impressed with the way the school tackles incidents of bullying and misbehaviour should they occur and 'I think the school empowers the children and gives them the strategies to deal with problems effectively'. This has a positive impact on the confidence and independence pupils develop. Procedures to safeguard pupils are in place and meet current guidelines. The promotion of healthy lifestyles and pupils' emotional well-being is effective. The school is inclusive and supports all vulnerable pupils effectively enabling them to achieve well.

Good procedures to monitor pupils' achievements are in place and used increasingly well to provide additional challenge and support for them. The school uses a wide range of test and assessment activities to provide accurate information about how well pupils are doing. Pupils' work is now marked well, an area of improvement since the previous inspection. Teachers increasingly involve pupils in discussions about how well they are doing in lessons and measuring their own progress. Parents appreciate the regular parents' evenings to discuss their child's progress and the opportunity to help them reach their targets.

Leadership and management

Grade: 2

The school has good procedures to monitor and evaluate the quality of provision at all levels. As a result, it knows its strengths and weaknesses well. Equal opportunities are promoted well through its inclusive ethos and increasingly effective systems to analyse the achievement of all groups of pupils and provide well matched support, especially for the most vulnerable. The challenging yet realistic targets for all pupils to achieve are used effectively to improve performance. Senior staff are especially good role models for teaching and learning and are

developing good procedures to share the best practice. The governing body is well organised and efficient. It provides challenge and support to senior staff through a wide range of effective monitoring activities. The school promotes community cohesion well by providing pupils with a strong sense of identity and opportunity to develop good citizenship. Pupils' awareness of global issues and commitment to sustainable development is good. The school improvement plan is an effective working document at the heart of all development. It is based on the views of staff, governors, parents and pupils and is openly shared with them. The positive ethos that pervades all the school's work stems from the example set by the headteacher and her leadership team and is warmly welcomed by parents. 'I think they have an excellent management team who are available and willing to discuss issues with you' reflects their views.

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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?	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?	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?	2
The standards ¹ 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/or disabilities make progress	2

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	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	2
How well does the school contribute to community cohesion?	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**

Inspection of Warmsworth Primary School, Doncaster, DN4 9RG

Thank you for the warm welcome you gave me when I visited to inspect your school this week. I would like to tell you about the things I found out about your school.

This is a good and improving school. You make good progress in your lessons and successfully meet your challenging targets. You reach above average standards. Your personal development is good because you are very happy at school and eager to learn. Your behaviour is excellent and you play and work together happily. You have an outstanding understanding of how to keep fit and healthy and you take full advantage of the milk bar, fruit snacks and regular strenuous physical activity such as the daily 'Take Ten'. Children in the Nursery quickly become independent and confident. You take many responsibilities and contribute well to the running of the school through the school, sport and eco councils. You enjoy school and are proud of it. You know how to be tolerant and care for others. You develop good learning skills and so you are well prepared for secondary school.

You are well taught and are given many fun things to do in your lessons and usually learn at a good rate. Occasionally, in a few lessons, your learning is slower and there are not enough opportunities for you to be independent. I have asked the school to make sure this does not happen. There are exciting visits and good sporting activities, in which most of you take part. The staff look after you well and measure your progress carefully. Your teachers provide good support to help you to improve your work, especially in English, and help you to reach higher targets. The headteacher, staff and governing body run the school well.

I have also asked the school to make sure that the children in the Reception classes have more opportunities to select their own activities.

You can all help by trying hard in your work and continuing to enjoy school.