

Warmington School

Inspection report

Unique Reference Number	121865
Local Authority	Northamptonshire
Inspection number	327587
Inspection date	24 March 2009
Reporting inspector	Gerald Griffin

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	First
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number on roll	
School (total)	52
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	Debbi Scotting
Headteacher	David Norwood
Date of previous school inspection	6 December 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	School Lane Warmington Peterborough PE8 6TA
Telephone number	01832 280420
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Age group	4–9
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Warmington is a smaller-than-average first school. Nearly all pupils are from White British families. The proportion of pupils with learning difficulties and/or disabilities is below the national average. The school's Early Years Foundation Stage provision comprises a Reception class. There is a privately run playgroup on the school site which was inspected separately.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Warmington is a good school. Children make good progress in the Early Years Foundation Stage. They continue to build on their good achievement in English, mathematics and science in Years 1 to 4. As a result of this good start, standards are above average. Pupils' personal development is good and thrives in the school's happy and supportive atmosphere. They enjoy all aspects of school, behave well and are polite to each other and to adults. They feel extremely safe in school and their consideration for the safety of others is outstanding. Pupils are extremely committed to maintaining healthy lifestyles by eating a balanced diet and taking plenty of exercise. They are growing into articulate and mature young people. The good leadership of the headteacher underpins the school's good standards of education. However, he is not complacent, and his drive and determination to raise standards further is evident, for example, in improvements in the provision for information and communication technology (ICT).

Parents are overwhelmingly supportive of the school. Typically one wrote, 'My sons are very happy at school and I am very pleased with their progress. The school is very friendly and caring and provides a stimulating environment in which to learn.'

Pupils progress well because teaching is good. Lessons are interesting and relevant and as a result pupils are keen to learn and work hard. Teachers make lesson targets very clear so that pupils know precisely what is expected of them. In lessons pupils are stretched by their work so that they make good gains in their knowledge and understanding. Occasionally during a lesson the level of challenge drops and progress slows. This happens, for example, when the fast pace of learning is not sustained. The good curriculum supports aspects of pupils' personal development well. It provides them with a wide breadth of experiences, for example through their learning of French. Pastoral care is outstanding because pupils' welfare is given a high priority by staff. Pupils with learning difficulties and/or disabilities receive a high level of sensitive support. Academic guidance in English provides pupils with specific and effective advice about how they can improve their work. Pupils are not as clear about how they can make their work better in mathematics because their feedback here, while satisfactory, is not always detailed enough. Because of this, care, guidance and support overall are good.

The staff enthusiastically share the headteacher's unrelenting drive to improve the school. He is supported well by subject leaders, and leadership and management are good overall. The school has made a good start to community cohesion and has clear plans to extend pupils' experience of different cultures in Britain today, although these are not yet in place. The school's record of sustaining good standards and making improvements, for example in ICT, shows the school is well placed to become even better.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children get off to a good start to schooling in the Early Years Foundation Stage. They enter Reception with standards expected for their age and make good progress so that they start Year 1 with standards that are above the national average. Children's welfare needs are met well in the Reception's warm and caring environment. There are strong links with parents. Each morning they are encouraged to begin an activity with their child and to discuss their child's progress with the teacher. Good teaching ensures children make good strides in all areas of learning, especially their personal development. They behave well and are enthusiastic about

their play and activities. They particularly enjoy using computers. In lessons children are encouraged to share their ideas and appreciate those of others, helping them develop confidence and the ability to work with others. Staff measure children's progress very regularly and use these assessments well to plan the next step in each child's learning. The curriculum is well planned to promote learning both indoors and outside. The outdoor learning area is often used well to extend children's learning, but access to it is sometimes restricted when an adult is unavailable to supervise work. Occasionally adults spend too long talking and children do not get sufficient time to develop their independence by exploring and finding things out for themselves. The Early Years Foundation Stage is well managed. For example, there are firm plans to provide additional opportunities and resources to develop further children's independent learning.

What the school should do to improve further

- Ensure pupils are challenged well throughout their lessons so that they sustain their good progress.
- Provide pupils with detailed advice about how they can improve their mathematics so that they can make their work better.

Achievement and standards

Grade: 2

Pupils' achievement, including that made by those with learning difficulties and/or disabilities, is good. Children's standards on entry to Reception are similar to those expected for their age. Children make good progress overall in Reception so that by the time they start Year 1 most exceed the expected levels. Pupils' good progress is maintained in Years 1 to 4. Standards are above average by the time pupils leave for middle school, although they vary from year to year because the number of pupils in year groups is small.

Pupils read avidly and have a good understanding of the meaning of the text. Pupils' punctuation is very accurate and they use a wide range of vocabulary to express their ideas clearly in stories, poetry and factual accounts. In mathematics, pupils' calculation skills and mental arithmetic are well above average. However, pupils' skill at applying their knowledge to solve mathematical problems, although still above average, is a relative weakness. Pupils' skills in using ICT have improved since the school increased the number of computers last year and are now above average. Pupils write detailed databases and use presentation software imaginatively to express their ideas. Good practical skills are securing above average standards in science.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural education is good. Pupils reflect maturely on their feelings. They respect each other, adults and other people's property. Their good behaviour is supported by a strong moral code. Occasionally background chatter in lessons interrupts the teacher and the work of other pupils. Pupils are keen to help each other and work productively in teams. Their understanding of the diversity of British culture is relatively underdeveloped, although it is satisfactory.

Pupils feel extremely safe in school. They are confident that any bullying would be dealt with quickly and effectively although they say it is unheard of. They have a crystal clear understanding of how to keep themselves safe, for example when crossing the road. Pupils take great care to

keep those around them free from harm when they are in the classroom or on the playground. Pupils' understanding of how to maintain a healthy lifestyle is outstanding and they strive to eat a balanced diet and take plenty of exercise. Many look forward to the nutritious school dinners that have been recently introduced at lunchtime. Pupils' attendance is above average because they really enjoy coming to school for lessons, to participate in clubs and to meet their friends. They readily take responsibility, for example they all act as librarians, registering the borrowing and return of books on the library computer. The school council keenly responds to the headteacher's request for its views on changes to school routine, but it is less successful in raising concerns voiced by pupils. They generously collect for charity and regularly support village events. Pupils' above average standards and their positive attitudes prepare them well for middle school and future employment.

Quality of provision

Teaching and learning

Grade: 2

Relationships in lessons are very positive. Teachers use computers and other resources well to engage pupils and develop their learning. The many opportunities provided for pupils to discuss their work in pairs are particularly successful in helping them clarify their ideas and develop their understanding. While pupils' progress accelerates in most lessons, occasionally it slows when their work is not demanding enough. This can happen when the pace at which pupils learn slows down or when the work they are given is too easy or too hard because it does not match their need precisely. Teaching assistants provide pupils with valuable support, especially those with learning difficulties and/or disabilities.

Curriculum and other activities

Grade: 2

The curriculum supports aspects of pupils' personal development well through lively assemblies, swimming, and physical education and health lessons. The school recognises that more opportunities are needed for pupils to meet people from diverse backgrounds and is planning visits, for example to a multicultural school in Peterborough, to develop this aspect of learning. The school is planning to provide more opportunities for pupils to practise problem solving in mathematics. French and music lessons, taught by specialist teachers, widen pupils' learning experiences and add to their enjoyment of school. The school provides many opportunities for pupils to meet their peers from neighbouring schools, for example in sports competitions and for gifted and talented lessons. The many clubs and educational visits add to pupils' enjoyment of school.

Care, guidance and support

Grade: 2

Adults use their detailed knowledge of each pupil very well to provide them with a high standard of pastoral care. The needs of pupils with learning difficulties and/or disabilities are regularly assessed to ensure their work precisely matches their needs. The school uses outside agencies well to support pupils' learning and welfare. For example, occupational therapists have helped staff plan work that meets the needs of pupils with physical difficulties. The school's close links with the local middle school ensure pupils' smooth transfer to the next stage of their education. Child protection arrangements and health and safety checks are robust and regularly updated.

In English lessons pupils are given very precise advice about what they need to do to improve their work so that they can reach their challenging targets. They are encouraged to assess their work themselves enabling them to take responsibility for the rate of their progress. These arrangements are not as well developed in mathematics, where pupils are less clear about what they need to do to make their work better.

Leadership and management

Grade: 2

Robust monitoring and evaluation provide the school with a largely accurate picture of its strengths and areas for development. Development plans have appropriate priorities, but do not consistently use clear criteria to judge if actions have been successful. Subject managers provide the headteacher with valuable support. For example, their training has sharpened staff's skills in teaching letters and sounds to support pupils' reading development. The procedures to check pupils' progress and to provide them with support if their progress slows are effective. The school uses staff well to keep class sizes small so that pupils receive much individual support. The school is a very harmonious society and its plans to promote community cohesion more widely are satisfactory. For example, the school is developing interesting links with schools overseas to enable pupils to learn about life in different countries.

The governors provide the school with valuable support. Their understanding of data is developing and they challenge the school robustly over the standard of education it provides.

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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	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	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?	3
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**

25 March 2009

Dear Pupils

Inspection of Warmington School, Warmington, PE8 6TA

Thank you for being so polite and friendly when we visited your school recently. We enjoyed our visit and having the opportunity to talk to some of you and to see you in lessons and at play. We particularly enjoyed hearing your musical instrument practice. You are rightly proud of the school's happy atmosphere in which you all get on so well together. We think Warmington is a good school. Here are some of the things we found out.

- You make a good start to school in the Reception class.
- Good teaching helps you make good progress in your lessons.
- Standards are above average in English, mathematics and science.
- You really enjoy school and feel extremely safe and secure.
- You make sure you keep yourselves very healthy.
- You behave very well and you attend very regularly.
- You have good relationships with your teachers and you work hard for them.
- The curriculum provides you with exciting clubs and visits out of school that you enjoy.
- Adults look after you well and are always ready to help you.
- The headteacher and adults are working hard to make sure the school gets better.

We have asked the school to do two things to help you do even better in your learning.

- Make sure teachers keep you working hard throughout each lesson.
- Show you exactly how you can improve your work in mathematics.

You can help the school by continuing to behave well, trying your best and attending regularly.

We wish you all success in the future.

Yours sincerely

Gerald Griffin

Lead inspector