

# Warmingham CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	111345
<b>Local Authority</b>	Cheshire East
<b>Inspection number</b>	337666
<b>Inspection dates</b>	23–24 June 2010
<b>Reporting inspector</b>	Kevin Johnson

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	68
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr J Hibbert
<b>Headteacher</b>	Mrs Helen Friend
<b>Date of previous school inspection</b>	2 May 2007
<b>School address</b>	School Lane Warmingham Sandbach CW11 3QN
<b>Telephone number</b>	01270 526260
<b>Fax number</b>	01270 526451
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## Introduction

This inspection was carried out by two additional inspectors. Seven lessons were observed and four teachers were seen. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work, and looked at national and school assessment data, policies and minutes, samples of pupils' work and documentation relating to safeguarding. Thirty six parents' and carers' questionnaires were scrutinised as well as 32 questionnaires from pupils'.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- progress of pupils in Key Stage 1, and for more-able pupils throughout the school
- how well the curriculum meets the needs of all pupils
- the impact of the new leadership on standards, teaching and learning.

## Information about the school

Almost all pupils in this small rural school are White British. Very few are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is slightly below the national average. The school has strong and long-established links with the local parish church. A voluntary group provides after-school care on site. Among the school's achievements are Healthy Schools, Eco Bronze, Activemark awards and the Inclusion Quality Mark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

This successful school provides exceptional care, guidance and support for its pupils. As a result, their personal qualities are outstanding and they achieve well in their learning. Strong leadership has brought about good improvements in teaching quality. This has raised attainment overall and significantly so at Key Stage 1. Provision for children in the Early Years Foundation Stage has also strengthened in the past year. Assessment, monitoring and evaluation are rigorous and accurate, giving leaders a true picture of the school's performance and demonstrating good capacity for further improvement.

Attainment is above average at the end of Year 2 and Year 6. Consistently good, and at times outstanding, teaching ensures that pupils throughout the school make good progress. Pupils say, nevertheless, that although teachers' marking is informative they do not always know exactly how well they are doing. Children in the Early Years Foundation Stage are given a good start to their education which helps them to develop their independence and enthusiasm quickly. Their abilities are broadly typical for their age when they enter Reception. Their good progress in all areas of learning stands them in good stead for their following key stages. The highly effective care, guidance and support provided for pupils who have special educational needs and/or disabilities, is very well matched to their particular needs and results in their good and sometimes outstanding progress. Pupils enjoy school because of the varied and interesting curriculum. Overall, it provides pupils with lots of exciting challenges, and opportunities for them to develop personal interests.

Pupils are exceptionally proud of their school. They involve themselves fully in school life, whether through the school council, as playground 'friends' or by confronting speeding motorists outside their school. Their outstanding spiritual, moral, social and cultural development, firmly rooted in the school's Christian ethos, means that they feel entirely safe in school.

### What does the school need to do to improve further?

- Enable pupils to gain better understanding of their progress, by:
  - providing them with the skills they need, and the opportunity, to assess their own work
  - allowing them to set improvement targets for themselves.

**Outcomes for individuals and groups of pupils**

**1**

Pupils work hard and try to do their best. They enjoy challenges which teachers set for

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them, especially when it means they can work with others to solve problems. They use their mathematical and literacy skills well across a range of subjects and are especially adept at using laptops to find out more information about different topics. Their exemplary behaviour and highly positive attitudes in lessons make a major contribution to their good learning.

The strong focus on improving attainment has lifted standards to above average in both Key Stage 1 and 2. More pupils than previously are on track to reach higher than the expected levels at the end of Year 2. The more focused teaching of Year 2 pupils as a single age group for mathematics, has led to some accelerated progress. The good rate of progress continues in Years 3 to 6, boosted by effective use of assessment to set challenging targets in English and mathematics. Those with special educational needs and/or disabilities make good progress. Some achieve outstandingly well given their individual starting points, because of skilled support from within the school and the effective use of external expertise where it is needed.

Pupils are extremely mindful of one another and help each other out in the classroom and in the playground. They are invariably polite and well-mannered. Visitors to school from different cultures, as well as exchanges of information with children from Tanzania, contribute to their very good cultural development. Pupils are fully aware of the need to adopt sensible eating habits and exercise routines, and of the possible dangers of not doing so. Their eagerness for growing vegetables to supply the school kitchen is a further example of their positive attitudes towards a healthy lifestyle. Punctuality and above average attendance are strong factors in pupils' preparation for the future. They relish the 'enterprise days', which are sponsored by local businesses, and have asked for more. Added to their all-round good achievement and outstanding social skills, they are exceptionally well placed to secure their future well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>1</b>
	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Consistently at least good teaching motivates pupils, engages them well in learning, and leads to their good progress and considerable enjoyment. Teachers' subject knowledge is good and they plan lessons well. Imaginative use of resources adds extra interest and creativity for pupils. For example 'wakening' in a darkened room to a background of forest sounds and twinkling lights, proved an exciting stimulus for writing and brought the best out of both junior boys and girls alike. Teachers use electronic whiteboards effectively to demonstrate, and display information. Their good questioning skills keep pupils on their toes. Teaching assistants are an integral part of the teaching team. Their many skills and clear understanding of pupils' needs, ensure that they make a significant contribution to pupils' learning and achievement. Work in literacy and numeracy is marked well and teachers consistently set new challenges for pupils. There are few opportunities for pupils to set their own targets by assessing for themselves how well they are doing.

The curriculum is tailored well to pupils' interests and provides good opportunities for them to broaden their horizons and achieve well. Literacy and numeracy skills are applied increasingly across subjects because of the way topics are planned. The school plans to help younger junior pupils to develop their science skills more effectively by providing additional support when investigating and recording the results of their investigations. A good range of enjoyable activities after school enables pupils to foster their various skills and interests well. Good work with partnership schools provides additional learning opportunities in sports, French and information and communication technology.

The school cares very well for all of its pupils and could do little more to help the most vulnerable make the best of their opportunities. The excellent guidance pupils receive is amply reflected in their extremely positive personal responses and attitudes to school. They feel that they are valued and are confident that they will always get the help they need. Parents and carers fully agree that their children are very well cared for and are happy with the information they receive about their children's progress.

*These are the grades for the quality of provision*

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
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<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Leaders have maintained the school's strengths and successfully dealt with issues from the last report. Staff say they feel inspired by the headteacher's leadership. They know how they are accountable for improvement and a collective ambition to drive the school forward is seen in the increasingly challenging targets for the future. Governors support and challenge the school well and are watchful over its continued progress. They have good insight into how well the school performs, through their active monitoring role. Governors oversee robust safeguarding procedures. Risk assessments are thorough and necessary actions planned but there are minor issues related to documentation to attend to. Equality of opportunity is central to the school's values and all forms of discrimination are tackled extremely vigorously. The school is ambitious for every pupil and ensures that each one is given the opportunity to achieve. There is a very strong sense of community, borne out by pupils' close involvement with the parish church and village life generally. Productive communications with a community group in Africa and developing links with a school in the United Kingdom which has contrasting characteristics, evidence the good promotion of community cohesion and enhance pupils' awareness of the global community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>2</b>
	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>

<p><b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b></p> <p>Please turn to the glossary for a description of the grades and inspection terms</p>	
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children's abilities vary on entry to Reception, but overall they are in line with expectations for their age. They make good progress because of good provision and effective teaching. By the end of the Reception Year, most are working securely within the early learning goals, and some beyond. Good leadership has brought about improved provision, especially for outdoor learning and development. This means that children have good opportunities to initiate their own learning in activities they choose themselves. Children followed up their story of Jack and the Beanstalk, for example, by decorating a section of the play-house with leaves and 'golden eggs' to create a beanstalk of their own and relive the story through role play. Children are given a good grounding in basic number skills and in letters and sounds. These sessions are well planned to enable children to learn at the level best suited to their individual stages of development. They grow in confidence, as a result, and tackle early reading and writing keenly when ready. Teachers and assistants monitor progress carefully, share their assessments of children's development with parents and carers, and use these effectively to plan the next steps in learning. Children's well-being and safety are given high priority. Daily risk assessments are carried out and overall provision for children's welfare is good. Leaders have identified the need to build on opportunities for outdoor learning and to encourage further involvement of parents and carers.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A large majority of parents and carers returned questionnaires. The views expressed were overwhelmingly positive. Parents and carers typically commented on how well their children progressed and the approachability of staff. Others wrote favourably about support for vulnerable learners and the good quality of leadership in the school.



### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Warmingham CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 36 completed questionnaires by the end of the on-site inspection. In total, there are 68 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	81	7	19	0	0	0	0
The school keeps my child safe	26	72	10	28	0	0	0	0
The school informs me about my child's progress	21	58	14	39	1	3	0	0
My child is making enough progress at this school	22	61	11	31	2	6	0	0
The teaching is good at this school	25	69	9	25	2	6	0	0
The school helps me to support my child's learning	20	56	13	36	1	3	0	0
The school helps my child to have a healthy lifestyle	24	67	12	33	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	64	10	28	3	8	0	0
The school meets my child's particular needs	23	64	10	28	3	8	0	0
The school deals effectively with unacceptable behaviour	21	58	12	33	3	8	0	0
The school takes account of my suggestions and concerns	22	61	12	33	1	3	0	0
The school is led and managed effectively	23	64	12	33	0	0	0	0
Overall, I am happy with my child's experience at this school	24	67	11	31	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



25. June 2010

Dear Pupils

Inspection of Warmingham CofE Primary School, Sandbach, CW11 3QN

Thank you very much for welcoming my colleague and me so warmly into your school when we came to inspect it recently. We were very impressed by many of the things we saw. Your politeness and excellent manners made it a pleasure for us to talk to you about your school. You told us you really enjoy being Warmingham pupils and it was easy for us to see why.

You said that you would like a better understanding of how well you are doing, and I agree with that. I enjoyed your excellent singing in assembly, and after sampling some of your school lunches I am not at all surprised that your attendance is above average! Well done, and do keep it up because regular attendance is very important.

Yours is a good school. Some things about it are outstanding, such as the way that grown-ups take care of you and give all of you the chance to do your best. You make good progress and reach above average standards in your work. Your teachers work hard to make your lessons fun and there are lots of activities for you to enjoy.

Your parents, carers, teachers and school governors, are as proud of your school as you are and, of course, would like it to be better. I'm sure you would too. In order to make that happen I have asked for two things. I have asked your teachers to enable you to have a better understanding of how well you are doing, by helping you to assess your own work and to set your own targets.

Yours sincerely,

Mr Kevin Johnson

Lead Inspector

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