

Inspection of Warmsworth Primary School

Mill Lane, Warmsworth, Doncaster, South Yorkshire DN4 9RG

Inspection dates:	3 and 4 December 2024, and 12 March 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since March 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils are happy at Warmsworth Primary School. Children in the early years arrive at school filled with excitement for the day ahead. Older pupils enjoy playing with their friends at breaktimes in the school's beautiful grounds. Pupils feel safe and secure in the school's caring community.

Staff are ambitious for pupils. Pupils show enthusiasm for learning. They explain their learning well to each other. Pupils remember what they have been taught. They are self-assured when working independently.

Pupils behave well. In the early years, children quickly learn to follow the simple rules and routines. Their behaviour is excellent. Older pupils display good manners and show courtesy and respect to others. Their sensible behaviour makes the school a calm and orderly place.

The programme of activities for pupils' personal development is simply exceptional. All pupils participate in this programme. From the early years to Year 6, pupils learn to prioritise the needs of others, for example through support for a local hygiene bank. They relish opportunities as diverse as first-aid training to running the school's uniform exchange. Pupils learn about a wide range of different careers. These activities help to prepare them for life beyond school.

What does the school do well and what does it need to do better?

The school has implemented a carefully thought-out curriculum. The curriculum is broad and is designed to build knowledge securely over time. Pupils with special educational needs and/or disabilities (SEND) learn the same curriculum as their peers. Teachers provide adaptations in lessons, such as the use of specialist equipment, to help pupils with SEND learn well. Staff routinely check pupils' understanding and use this insight to address pupils' misconceptions.

Pupils show a good understanding of the subjects they study. In science, for example, pupils know how the heart works and understand how good nutrition helps the heart to work well. Pupils connect their learning across subjects. For example, they use their mathematical knowledge to calculate energy input and output related to calories.

The school has developed a largely consistent approach to the teaching of early reading. Staff have the knowledge and skills to deliver the phonics programme well. On occasions, some books are not matched well enough to the sounds that some pupils know, including some pupils with SEND. This slows down these pupils' progress to becoming fluent readers. Across the school, pupils are avid readers. They can discuss authors and types of text they like to read. Pupils have a secure understanding of the books that they read.

Children in the early years benefit from an exceptional quality of education. Indoors and outdoors, the environment sparkles with opportunities to learn. Nothing happens by

accident. Instead, meticulous care has been taken to ensure that children routinely practise their new skills and knowledge in exciting, meaningful ways. This helps children to remember knowledge over time. For example, children's recall of the detail of stories is reinforced when they take on the roles of the characters. They remember what they have learned about materials when they watch objects sink and float in the water tray. Children, including children with SEND, achieve very well from their starting points. They are extremely well prepared for their next steps.

Pupils strive to meet the school's high expectations for behaviour. Pupils understand how to behave appropriately in lessons. As a result, pupils can learn without distraction.

The school's provision for pupils' personal development is inspirational. Pupils experience an exceptionally well-crafted programme that keeps their well-being at heart. Pupils develop a range of skills and characteristics that prepare them well for their next steps. They show maturity and consideration in their understanding of diversity and difference among people.

The school provides an array of opportunities to develop pupils' talents and interests. Pupils with SEND and those who are disadvantaged participate fully. Pupils are proud to take on roles of responsibility and to represent their school in the community. These experiences prepare pupils extremely well for life in British society.

Governors have a clear vision for the school. They perform their statutory duties well. They hold leaders to account effectively. Staff appreciate that leaders at all levels consider their needs and prioritise their welfare. This ensures that the school works positively for everyone.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasions, the school does not ensure that the books used in phonics sessions match the sounds that pupils know. This slows down progression in reading for some pupils, including some pupils with SEND. The school should support staff to better match books to pupils' phonics knowledge to improve their progression and fluency as readers.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	106756
Local authority	Doncaster
Inspection number	10346146
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	460
Appropriate authority	The governing body
Chair of governing body	Jane McDermott
Headteacher	Rachel Train
Website	www.warmsworth.doncaster.sch.uk
Date of previous inspection	19 March 2014, under section 5 of the Education Act 2005

Information about this school

- Since the last inspection, a new headteacher and a new deputy headteacher have been appointed to the school. A new chair has also been appointed to the governing body.
- The school uses one registered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, senior leaders, curriculum leaders and the governing body. An inspector also met with a representative of the local authority.
- The inspection started on 3 December 2024. Inspectors returned on 12 March 2025 to gather additional evidence in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, art and design, and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited sample lessons, spoke to leaders, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views expressed in responses to Ofsted Parent View. Inspectors gathered the views of pupils and staff through meetings and Ofsted's online surveys.

Inspection team

Mavis Smith, lead inspector	His Majesty's Inspector
Lesley Allwood	Ofsted Inspector
Mike Smit	Ofsted Inspector
Jenny Winfield	Ofsted Inspector
Kirsty Norbury	His Majesty's Inspector

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