

Shirley Warren Primary and Nursery School

Inspection report

Unique reference number	116262
Local authority	Southampton
Inspection number	379225
Inspection dates	1–2 February 2012
Lead inspector	Mark Lindfield HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	303
Appropriate authority	The governing body
Chair	Alice Hodges
Headteacher	Jan Denholm
Date of previous school inspection	11 May 2009
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Age group	3–11
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Introduction

Inspection team

Mark Lindfield

Her Majesty's Inspector

Dr Chris Corps

Additional inspector

Elizabeth Strange

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 23 lessons or part lessons taught by 12 different teachers. Inspectors held meetings with groups of pupils, governors, staff and talked to parents. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at school development plans, monitoring records, curriculum planning, pupils' progress tracking data and 78 questionnaires returned by parents and carers.

Information about the school

This is a larger than average sized primary school. A large majority of pupils at this school are from White British backgrounds and around 35% come from a range of minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is around a quarter of the school's pupils and is above that found nationally. The proportion of pupils learning English as an additional language is well above average. A lower than average proportion of disabled pupils or those with special educational needs is supported by school action plus or with a statement of special educational needs, although an above average proportion is supported at school action.

Children from three years of age receive Early Years Foundation Stage education in a single Nursery class and two Reception classes. The school offers extended services through a breakfast and after-school club, which is managed by the governing body.

The school has gained the Healthy School status, Artsmark, Eco Schools silver award and Investors in People status.

The school meets the current government floor standards.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Shirley Warren is a good school. Pupils achieve well and by the time they leave Year 6 they have made good progress in reading and writing and at least satisfactory progress in mathematics. Despite more rapid progress in Year 2, attainment in reading by the end of Key Stage 1 is generally average. This is because there are differences in the school’s programme for teaching phonics (the sounds that letters make) in the Early Years Foundation Stage to that used in Key Stage 1.
- The quality of teaching is good. In classes, most pupils are well challenged and supported so that they make good progress. Pupils readily evaluate their own work in English lessons and identify how to improve. However, this is not consistent in all classes and all subjects. Occasionally, pupils are not provided with sufficient challenge to raise their progress from good to outstanding, especially in mathematics lessons. Teaching in the Early Years Foundation Stage ranges from satisfactory to good. Although there are many stimulating and engaging activities for children, these are not always adapted to closely meet children’s learning needs in all areas.
- The school is well led and managed and provides a strong focus on improving the quality of teaching and learning. As a result, teaching is good so that pupils achieve well and make good overall progress from their starting points. Steps are being taken to increase pupils’ involvement in assessing their own and others’ work and this is well developed in English, but is not yet consistently applied in all subjects.
- Leaders and managers have developed a comprehensive range of pupil tracking information. This is used effectively to identify and provide appropriate support for pupils who may be a risk of underachieving. However, the school does not yet track pupils from their earliest starting points in Nursery across the school. Subject leaders monitor actions aimed at improving their subject areas, but monitoring does not consistently focus on the difference they are making to pupils’ attainment.
- The vast majority of pupils report that school helps them to do well and that they learn a lot in lessons. Behaviour in lessons is good and the school is a close and supportive community where pupils from a variety of backgrounds feel safe and show a good awareness of different cultures and backgrounds.

What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding by:
 - embedding arrangements for pupils to assess their own and others' work
 - providing pupils, especially more able pupils, with greater challenge and increased opportunities to explore and develop their learning independently, particularly in mathematics.
 - ensure a consistent programme of synthetic phonics teaching across the school.
- Sharpen the systems to monitor and evaluate the school's work by:
 - developing subject leaders' skills in monitoring specific actions in relation to their direct impact on pupils' attainment and progress
 - developing further the way the school uses a wide range of data to more closely analyse progress from starting points in Nursery across the school.
- Build on current work to improve the consistency of children's progress across the Early Years Foundation Stage by:
 - ensuring all adults use assessments effectively to ensure work is accurately matched to children's stage of development in all areas of learning.

Main report

Achievement of pupils

A three-year trend shows that pupils' attainment by the time they leave the school has previously been well below average. In 2011, standards rose significantly in English, but less so in mathematics, which remains a key priority for the school. The school's detailed tracking assessments show that pupils' attainment is currently broadly in line with national averages. The school is maintaining recent improvements and ensuring that pupils continue to make good overall progress from their starting points. This was confirmed during the inspection, where pupils' progress in the very large majority of lessons was good. It supports the views of the 99% of parents who returned questionnaires reporting that their child is making good progress.

Pupils are making at least satisfactory progress in mathematics, with some now making good progress from their starting points. The school has addressed weaknesses in the progress of pupils who were previously working at a higher level in mathematics in Year 2. A higher proportion of pupils in Year 6 are now in line to make expected progress in mathematics to reach the higher Level 5 although this remains an area for further improvement.

The progress of disabled pupils and those with special educational needs is consistently good. The school's careful analysis of their needs, combined with a range of appropriate support programmes, ensures that the vast majority make progress in line with their peers, and some exceed. This analysis includes pupils who speak English as an additional language and those known to be eligible for free

school meals. This enables their needs to be identified and progress monitored to ensure that they make consistently good progress in English and mathematics.

Children's attainment on entry to Nursery varies from year to year but is generally below age-related expectations, especially in children's early language and communication skills. Children across the Early Years Foundation Stage are provided with well-organised and stimulating environments. They enjoy high quality resources and move freely indoors and outdoors in the ample space provided. Children make rapid progress in Nursery but this progress is variable across Reception classes. Some adults working in these classes are not actively involved in using assessments to ensure children make as much progress as possible.

By the end of Reception, attainment in the majority of areas is average, although children's skills in communication, language and literacy remain slightly below average. In the Nursery and Reception classes, children learn early reading skills through a set programme but this programme changes in Years 1 and 2. As a result, staff support pupils' segmenting and blending of letters and sounds in a variety of ways as they move through the school. Consequently, despite outstanding teaching of letters and sounds in Year 2, pupils' standards of reading are average as they enter Year 3. Year 6 pupils are making good progress in their reading and writing skills. They enjoy reading, confidently explain the context of a story and are able to make inferences about characters' emotions from the text. New arrivals at the school in Year 6 who speak English as an additional language report that they are 'getting better at reading English thanks to teachers'.

Quality of teaching

Teachers use a good range of strategies to engage and motivate pupils; pupils are confident in explaining their calculations using interactive whiteboards and well-handled question and answer sessions conducted at a brisk pace enable teachers to evaluate pupils' understanding and explain misconceptions as they arise. Effective marking and assessment clearly identify what each pupil has achieved in reading and writing. An external consultant is working with senior leaders to develop more detailed assessment of pupils' progress in mathematics. Staff know pupils' levels of attainment and progress well, and plan appropriate tasks well that provide suitable challenge for most pupils. Inspectors confirm the view held by the vast majority of parents and carers that teaching is good.

Staff across the school set high expectations regarding pupils' behaviour and engagement and help to create a purposeful learning environment. Lessons are characterised by good relationships between adults and pupils and between pupils themselves. This ensures that pupils support and develop each other's learning as they honestly evaluate their own work and that of others. Regular and timely praise and encouragement are provided, which helps to develop pupils' confidence and encourages those pupils learning to speak English as an additional language to contribute their ideas and opinions in lessons. The curriculum is carefully modified to meet pupils' needs and makes a strong contribution to pupils' spiritual, moral, social and cultural development so that they achieve and behave well. The vast majority of teaching assistants provide good support for pupils who speak English as an additional language, or have other additional learning needs.

Where teaching is less effective, activities set do not consistently promote the best possible learning because there are inconsistencies in the quality and impact of marking and assessment in the teaching of mathematics and in Reception classes. Occasionally higher-attaining pupils are not challenged sufficiently so that they find some tasks too easy.

Behaviour and safety of pupils

Pupils show good attitudes to learning, are engaged and show good levels of concentration in lessons. In classes, behaviour is managed well so that throughout the school, learning takes place in an ordered and purposeful environment. Pupils respond quickly in a positive manner to any small corrections or admonishments from staff. Many pupils enjoy working independently or in pairs collaboratively but in some classes these opportunities are restricted.

Pupils play and work together cooperatively and are friendly and polite to each other and the adults around them. A very small minority of parents do not feel that the school deals effectively with bullying. Inspectors found that bullying does occur but that instances are rare, well documented and that the school responds systematically. As a result, the very large majority of pupils report that they feel safe and know about what to do if they need help with different kinds of bullying. In discussion with pupils and from their responses in questionnaires, pupils feel well cared for. Pupils attending the breakfast club are well looked after in a well-resourced and attractively furnished area. In the playground, pupils socialise well together and supportive friendships are evident in pupils from a range of minority ethnic groups

Leadership and management

The senior leadership team provide strong support and encouragement to a cohesive staff team and set a clear direction for improvement. Self-evaluation is accurate and derives from the school's detailed tracking of pupils' progress from Reception class. This is used effectively to promptly identify and organise appropriate intervention and support. However, these tracking systems do not yet provide clear information of the progress made by pupils across the school from their starting points on entry to the Nursery.

The school promotes the inclusion of pupils well and is quick to tackle discrimination. Well-trained staff provide effective support programmes that help pupils who speak English as an additional language make good progress. Very strong support for pupils with low attainment and self-confidence provides a range of engaging curricular activities, helping them to make good progress in developing their social skills and emotional well-being.

The school's curriculum enables pupils throughout the school to learn and progress well in a range of subjects. It makes a strong contribution to pupils' spiritual, moral, social and cultural development. Pupils appreciate the range of visitors and the trips provided. After a visit from an adult dressed in Roman clothing who brought a range of artefacts, Year 3 pupils displayed good understanding of the life of Ancient

Romans and looked forward to a trip to a Roman villa. Specialist teachers help pupils to make good and outstanding progress in music and physical education. The school has developed a good range of partnerships with other agencies, helping in turn to improve pupils' attendance, develop family learning and improve pupils' cultural awareness.

Monitoring of teaching and learning across the school is rigorous and completed by members of the senior leadership team on a regular basis. However, subject leaders are less involved in monitoring actions to improve specific areas of mathematics and English. Monitoring is used well to support staff by providing accurate assessments of teachers' strengths and identifying areas to develop in their skills and practice. This has helped to secure the predominance of good quality teaching and learning across the school. The governing body works effectively with the headteacher and staff, successfully balancing support and challenge. They ensure that the school's procedures to safeguard pupils are appropriate and reviewed regularly. Collectively, there is a good and clear focus on driving the school forward over time and good capacity to improve further.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



3 February 2012

Dear Pupils

**Inspection of Shirley Warren Primary and Nursery School, Southampton
SO16 6AY**

Thank you for the friendly and welcoming way you spoke to us when we visited your school recently. Your school gives you a good education and helps you to make good progress in a wide range of subjects. You make good progress in English and many of you make good and outstanding progress in music and physical education. Your behaviour is good and very many of you told us that you feel safe in school.

Your headteacher, senior staff and governing body lead the school well. They have helped your teachers and staff to make sure that you are able to learn well. They all work closely as a team, share their good ideas and still have time to make sure that you enjoy school and get on well with each other. Your teachers provide you with a wide range of interesting and exciting activities. They set you questions and ask you to discuss your ideas with a partner. Often you are asked to explain your answers and to show your methods on the class whiteboard. They make sure that those of you who need a little extra support get help and advice from a wide range of adults.

We have asked the school to make your school even better by improving three things.

- Make teaching outstanding by making sure that you check your own and others work to see how it can be better. Make sure that you are all set challenging tasks and have time to explore and develop your own ideas. Check that all pupils across the school use the same method to learn their letters and sounds.
- Help subject leaders to check how their plans are helping you to make better progress and get higher results and make sure that the school follows pupils' progress from their starting points in the Nursery class.
- Make sure that children in the Nursery and Reception classes make good progress by ensuring that adults use assessments carefully to set different activities for different children.

Yours sincerely

Mark Lindfield
Her Majesty's Inspector

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