

# Warren Primary Academy

Bewcastle Road, Top Valley, Nottingham, NG5 9PJ

## Inspection dates

15–16 January 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The school pays extremely close attention to the needs of all its pupils and provides them with a high quality education. As a result, pupils of all ages and abilities make outstanding progress in their learning and achieve extremely well.
- Teaching is outstanding. Lessons are interesting, well planned and set at the right level for all pupils. Pupils learn exceptionally well.
- Creative and consistently high quality teaching makes learning fun and inspires pupils to do their absolute best.
- Pupils' work is marked regularly but teachers do not always make sufficiently clear what pupils have done well and how they can make it even better in mathematics. Pupils are not always encouraged to check the quality of their own work in English and mathematics.
- Behaviour is exemplary. Pupils are very keen to learn and are considerate and respectful. This creates a harmonious community.
- Pupils are very enthusiastic learners. They say they feel safe in school and relish taking on responsibilities on the school council or as peer mediators.
- Provision in the Early Years Foundation Stage is exceptionally well planned and provides children with an excellent start to school.
- Leaders and managers have an extremely clear vision of what the school is capable of and how to get it there. The drive for further improvement is relentless and generates a very rapid pace of development.
- Systems for checking and promoting the quality of teaching are extensive and highly effective. Rigorous evaluation of performance, coupled with regular opportunities for staff training, ensure that the quality of teaching goes from strength to strength.
- There are very detailed systems in place to keep a close eye on how pupils are doing and provide highly effective extra support.
- The governing body has a wide range of expertise and experience which helps the school greatly.

## Information about this inspection

- The inspectors observed 13 lessons taught by 10 staff. Of these, 11 were joint observations with the headteacher and acting head of school.
- Inspectors held discussions with pupils, the headteacher, staff and members of the governing body. The lead inspector also took into account a report provided by a consultant to the academy.
- Inspectors took account of eight responses to the online questionnaire (Parent View). Inspectors also held informal discussions with parents and carers during the inspection. They considered the responses to 19 staff questionnaires.
- Inspectors looked at a range of evidence including hearing pupils read, records of pupils' progress, the school's self-evaluation and development plans, documentation on safeguarding and pupils' work.

## Inspection team

David Edwards, Lead inspector

Additional Inspector

Jane Moore

Additional Inspector

## Full report

### Information about this school

- Warren Primary Academy is an average-sized primary school. It converted to become an academy school in September 2011. When its predecessor school, Warren Primary, was last inspected by Ofsted in January 2010 it was judged to be good. The governors are the trustees.
- A large majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium (the additional government funding provided for certain groups of pupils, such as those eligible for free school meals) is well above average.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is well above average. The proportion supported through school action plus or who have a statement of special educational needs is below average. These pupils experience a range of difficulties including learning, behaviour, emotional and social, and speech, language and communication.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The Early Years Foundation Stage consists of a Nursery and Reception class.
- The substantive headteacher works in school for two days and on the other days is executive headteacher of a school in special measures. The head of school at Warren Academy has responsibility for the day-to-day running of the school on four days. On one day both senior managers are in school together.
- More pupils join the school or leave partway through the year that is found in other primary schools. This is particularly so at Key Stage 2.

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

- Improve the quality and effectiveness of teachers' marking by:
  - always ensuring that pupils receive the right amount of recognition for what they have done well and clear guidance on how to make their work even better in mathematics.
  - encouraging pupils to consistently check for themselves that they have made full use of the advice and guidance they have been given to accelerate progress in learning in mathematics and English
  - consistently giving pupils the opportunity to respond to teachers' advice and guidance.

## Inspection judgements

### The achievement of pupils is outstanding

- Pupils join the school in Nursery with skills and knowledge that are much lower than expected for their age, particularly in communication, language and literacy. They make consistently good progress through the Early Years Foundation Stage and Key Stage 1, and at the end of Year 2 pupils' attainment is broadly average.
- This rapid rate of progress and the closing of the gap in attainment continues through Key Stage 2. By the end of Year 6, pupils' attainment is above the national averages in reading, writing and mathematics. Increasingly, a greater proportion of more-able pupils are reaching the higher levels. The substantial gains pupils of all ages make in their knowledge, understanding and skills represents outstanding achievement.
- Although a minority of pupils in Years 1 and 2 do not yet read fluently, nonetheless they are making good progress from their starting points; most pupils of this age read story books with confidence and understanding. All pupils, irrespective of their ability, use letters and sounds (phonics) very well to help them identify unfamiliar words. Pupils clearly enjoy the wide range of books available in the school with extra demands on the more able.
- Work in pupils' books and lesson observations indicate that pupils achieve extremely well. The careful and neat presentation of their work indicates the pride they derive from doing things well. Their pride in the school reflects the good personal development they receive. This makes a strong contribution to their spiritual, moral, social and cultural development.
- There are high standards of writing as pupils get older. This is as a result of the effective changes teachers have made to the way they teach the subject. Pupils have many opportunities to use their writing skills in other areas of learning. In one very effective upper Key Stage 2 writing lesson, pupils made rapid gains in their learning because the teacher fully engaged and enthused all pupils. They were abundantly clear about the purpose of learning and, throughout the lesson, the teacher made careful checks on the learning that was taking place, adjusting the planned activities to help pupils of all abilities to succeed.
- Pupils' exemplary behaviour in lessons means that they are very focused on their learning. They take responsibility for their behaviour and this makes a very strong contribution to their academic and personal, social and emotional development.
- Disabled pupils and those who have special educational needs are taught and supported extremely well by all adults in the class. Very detailed planning to meet their individual needs, coupled with rigorous and continuous monitoring of the outcomes, ensures that this group of pupils maintain an excellent rate of progress and achieve as well as other pupils. This was evident in a Year 6 mathematics lesson where the practical nature of the tasks on calculating the perimeter of shapes added to their enjoyment and success in learning.
- Pupils who are eligible for pupil premium funding, including those eligible for free school meals, make excellent progress in line with that of all pupils. Their attainment is often above that of similar pupils nationally and the school's deployment of this funding, particularly in providing individual and small group support, is successfully narrowing the gap between these and other pupils.
- Pupils who join the school other than at expected times promptly have their needs assessed.

They are quickly given the extra support that they require to help them make rapid gains in their learning, so that they can achieve well.

### **The quality of teaching** is outstanding

- Teaching is consistently good or better and, in most subjects, it is outstanding. Pupils enjoy lessons because, as one pupil said, 'Teachers make learning fun.' All teachers want pupils to do their best both in terms of behaviour and what they can achieve.
- Using their detailed knowledge of each pupil's abilities, teachers plan tasks that enable each individual to get the most from the lesson. Work for disabled pupils and those who have special educational needs is very closely matched to their targets. This was evident in a Year 3 mathematics lesson on time; tasks were very practical and set at the right level for pupils of all abilities. Pupils worked by themselves, shared ideas, helped each other and learned from their mistakes. This allowed all pupils to make rapid gains in their learning.
- New work is introduced very thoroughly, often through lively discussion or by using new technology, combined with carefully structured questions. As a result, pupils start tasks with a very clear understanding of what they have to do and what they are expected to achieve. This makes for highly productive lessons which move along at a good pace.
- Computers are used effectively, often utilising interactive learning programmes, to engage and enthuse pupils in their learning and to set tasks which will accelerate their progress.
- There is an excellent balance between teacher-led work and pair or group work. Pupils discuss their ideas enthusiastically.
- Teachers regularly check pupils' understanding and know when to support pupils who need extra help, or when to extend the learning of those who are doing well. They have high expectations of their charges, who in turn respond by doing their best.
- Teaching assistants show good judgement when supporting pupils in lessons. Their highly effective and positive approach helps pupils build their confidence and self-esteem and improve their learning. As a result, they become more independent as they move through the school and are good, independent learners by the time they reach Year 2. This becomes even more effective as they progress through Key Stage 2.
- Marking is regular and consistent throughout the school. It is of very good quality in English where pupils are given clear advice on how to improve their work. This practice is not consistent in mathematics because teachers do not always encourage pupils to respond to the points for improvement. Similarly, teachers do not systematically encourage pupils to check the quality of their own work in mathematics and English, using the guidance they have given them. This means that pupils are not yet taking full ownership of their work to help them further accelerate their progress in learning.

### **The behaviour and safety of pupils** are outstanding

- Parents and carers, pupils, staff and governors share similar and very positive views of pupils' behaviour. Pupils are very happy in school and readily described the fun they have while learning. Parents value the extensive help, support and guidance their children receive and

would have no hesitation in recommending the school to others.

- Pupils greatly enjoy school and this is reflected in their above-average attendance. Punctuality is very good. Attendance has improved considerably because of the successful actions taken by the school. Exclusions of any kind are rare and parents and pupils do not perceive bullying as a problem in the school.
- Pupils have the attitude that it is 'fun to learn' and are thus eager and enthusiastic. They are respectful, courteous to each other and adults, and are rightly proud of their school. Pupils are excited about being peer mediators in Year 6 where they act as role models for younger children and help pupils to resolve any conflicts that might arise during playtimes.
- Relationships between staff and pupils, and between pupils themselves, are extremely positive. Pupils' conduct is often exemplary in lessons and when outside in the playground. Pupils take responsibility for their own behaviour from a young age. Their very good behaviour makes a strong contribution to their successful learning.
- Pupils have an excellent understanding of the different forms of bullying, including cyber and prejudice-based bullying. Pupils say they feel safe in school and have an excellent knowledge of how to keep themselves safe in all aspects of their daily life, including those times when they use the internet. If they experience a problem, they know there are staff on hand who will readily help them to solve it.
- Pupils who find school life difficult receive additional support from adults, which helps their social and emotional development. This has a positive impact on their attitudes to work and their academic progress. Such support, which is often invisible to others, demonstrates the school's commitment to equality of opportunity.
- Pupils of all ages give considerable thought to the questions teachers put to them and listen very carefully when others are putting forward their ideas. They work extremely well together in pairs or small groups, discussing what they have to do very sensibly and helping each other over any difficulties.

## **The leadership and management** are outstanding

- The headteacher, ably supported by the acting head of school, provides the school with extremely strong, visionary and purposeful leadership. Together, they instil in all those who work at or are involved with the school a determination that there is nothing that the pupils cannot achieve if they are given the right opportunities. This has been central to the school's development and the continuing improvement in pupils' achievements.
  - The headteacher is executive headteacher of a local school in special measures. He is using his expertise to help that school improve. Staff at all levels from Warren Academy have coached teachers in the special measures school on teaching and learning, all aspects of leadership and management, and the development of particular subjects.
  - Senior leaders have given improving teaching and learning a high priority. This has, for example, led to carefully identified training in the teaching of the sounds that letters make and aspects of English and mathematics. As a result, there has been a marked improvement in teaching since the last inspection which has led to outstanding achievement. Subject leaders are themselves
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excellent practitioners who effectively share their skills with others.

- The school has an accurate view of its performance. There is a detailed system to keep a close eye on how well pupils are doing. This helps to identify pupils who are not doing well enough and need extra support. It is also used to hold staff accountable for the performance of their classes. The information about how well pupils are doing is closely linked to setting rigorous targets for teachers to improve their work. The progress made by pupils is a key consideration for governors when making decisions about pay awards to teachers.
  - The mentoring of new staff, particularly those who have recently joined the profession, is very well organised and highly effective. This ensures they quickly adopt the school's well-established routines and become an integral part of the close-knit staff team.
  - Pupils benefit considerably from the highly creative and stimulating curriculum which links subjects together in meaningful ways. Teachers' planning includes ways of getting pupils to use their skills and knowledge in different areas of learning. The outstanding provision made for pupils' spiritual, moral, social and cultural development promotes excellent personal development so that pupils grow into sociable, well-balanced individuals with a strong sense of self-worth. Pupils are effectively taught about the lives and cultures of people who have different religions or beliefs than themselves.
  - The school makes sure that all pupils have the same chance to succeed and that discrimination is not tolerated. Governors ensure that safeguarding procedures are securely in place and that current requirements are comprehensively met.
  - The school has excellent links with parents and carers, and works closely with them to ensure pupils benefit fully from their education. Specialist staff, including the family support worker, use well recognised and very clear procedures to make and maintain contact with parents and carers and give them access to help and advice should they need.
  - The academy employs a consultant to work with them and advise them on school improvement. As a result of the school's focus on improving the quality of teaching and achievement, and in raising attendance, her involvement is a 'light touch' approach.
  - **The governance of the school:**
    - The governing body is very well organised and plays a full and active part in the management of the school. The Chair of the Governing Body meets frequently with school leaders to check the school's progress and to identify further areas for development. Other governors work in a similar way with the curriculum teams and, together, they ensure the school is continually improving. The governing body has a secure understanding of data about the school's performance. They are well informed about the quality of teaching and are well aware of how performance management supports the teachers' development. The school's finances are managed very efficiently with the business manager keeping a close watch over all spending decisions. This has allowed them to employ additional staff to work with small groups of pupils who are at risk of underachieving, so that they effectively close the gaps in attainment compared with other pupils in the school and nationally. Governors are fully aware and supportive of the way the school uses pupil premium funding and check very carefully the effect it is having on pupils' progress.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	137443
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	404595

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

<b>Type of school</b>	Academy converter
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	238
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anna Eastgate
<b>Headteacher</b>	Dean Pomeroy
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	0115 915 3760
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