

Warwick Primary School

Dulley Avenue, Wellingborough, Northamptonshire, NN8 2PS

Inspection dates

24–25 June 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' attainment in reading, writing and mathematics is not good enough by the end of Key Stage 2, despite an improving picture over the last year.
- Teaching is not consistently good enough to promote good achievement, particularly in mathematics.
- Some pupils' limited knowledge of number bonds and multiplication tables and mental arithmetic slows down their work in mathematics.
- Teachers mark pupils' work regularly and accurately, but their comments do not always help the pupils to improve it.
- The more-able pupils are not always given hard enough work to challenge them.
- The learning targets set for pupils to aim for in English and mathematics are often too vague to be helpful.
- Pupils' handwriting and formation of letters and numbers are not sufficiently secure.
- Leaders have not yet done enough to improve teaching and learning in mathematics.
- The school improvement action plan contains the right priorities, but its use is limited by the lack of detailed success criteria by which improvements in pupils' performance can be measured.

The school has the following strengths

- The good direction provided by the principal and leaders' good awareness of how to further improve teaching and achievement mean that the school is well placed to do so.
- Children in Reception and pupils in Key Stage 1 are taught well and make good progress.
- Pupils' behaviour and their knowledge of safety are good.
- Governors are involved effectively in improving the school. Regular visits help them to understand how well it is progressing.
- The school supports its families well and works creatively to involve parents in their children's education.

Information about this inspection

- Twenty-eight lessons or parts of lessons were observed. One was jointly observed with the principal, and another with the vice-principal.
- Discussions took place with the principal, various members of staff, the Chair of the Governing Body, the Director of Education for the academy trust that sponsors the school, and a group of pupils.
- The inspectors heard pupils read and observed the teaching of reading skills.
- They sampled pupils' work in different year groups, examined records of pupils' progress, and read the school's own evaluation of its strengths and weaknesses and improvement action plan. A range of other documentation was examined, including that relating to safeguarding.
- The views of staff were sought and the views of 20 who responded to a written questionnaire were taken into account.
- The inspectors looked at the 11 responses on Parent View, the government's website for parents' views about their children's school.

Inspection team

Peter Sudworth, Lead inspector

Additional Inspector

Tracey Kneale

Additional Inspector

Margaret Jones

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school, with two classes in each year group.
- The school opened as an academy in November 2012, sponsored by The Education Fellowship.
- A large majority of the pupils (83%) are White British. About 10% of the pupils speak English as an additional language with a small but growing number of pupils at an early stage.
- The proportion of pupils supported by the pupil premium, which provides additional government funding for pupils who are looked after by the local authority or known to be eligible for free school meals, is above the national average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- It is not possible to judge if the school meets the government's floor standards, because as yet it has no published data.
- The proportion of pupils who join or leave partway through their primary school education is higher than usually found.
- The school has its own breakfast club.

What does the school need to do to improve further?

- Improve the quality of teaching further by:
 - ensuring that teachers consistently make clear to pupils how they can improve their work when it is marked and when setting individual learning targets for them
 - improving teachers' and teaching assistants' skills in teaching mathematics.
- Improve achievement in mathematics, reading and writing, especially in Key Stage 2, by:
 - improving pupils' calculation skills in mathematics
 - paying more attention to spelling, grammar and handwriting and providing more opportunities for pupils to practise their skills in longer pieces of work
 - stimulating pupils' desire to read for pleasure.
- Ensure that the school improvement action plan contains detailed targets based on pupils' achievement, so that progress made against the priorities can easily be checked.

Inspection judgements

The achievement of pupils

requires improvement

- Work in pupils' books, current school data and discussions with pupils show that despite clear signs of improvement in reading and writing this year, pupils' progress in mathematics still requires improvement and standards are not high enough in Key Stage 2.
- Overall attainment in Key Stage 1 is broadly average, but it is below average at the end of Key Stage 2. Pupils who left Year 6 in 2013 did not achieve well enough. Current pupils are making better progress but have not yet caught up enough to reach the standards they are capable of, particularly in mathematics.
- Pupils do not make good progress in mathematics in Key Stage 2 because the subject is not taught sufficiently well. Pupils' knowledge of multiplication tables and number bonds is insecure, and this slows their working out.
- Throughout the school, rates of progress in reading and writing are currently good, although spelling, grammar and handwriting, including letter formation, are still weaker aspects. Older pupils do not write consistently in a joined hand, which slows their writing speed. More-able pupils in Key Stage 2 make good progress in reading but their progress in writing and mathematics is slower.
- Children's attainment on entry to the Reception classes is well below the levels typical for this age, especially in their personal, language and numeracy skills. The current children are making good progress and their attainment is close to that expected for the end of Reception, an improvement on last year's levels.
- Pupils in Key Stage 1 are making good progress due to good teaching and more use of learning resources to help pupils understand their work, especially in mathematics. While results from the Year 1 national phonics (the sounds that letters make) check are not yet available, early indications are that the pupils have scored well.
- There is variability from class to class in the progress and attainment of pupils eligible for the pupil premium. In about half the classes they achieve as well as or better than other pupils, but in others they are not doing as well as their peers.
- Disabled pupils and those who have special educational needs make good progress in Key Stage 1 but it is not as rapid in Key Stage 2. The small number of pupils at an early stage of learning English are making good strides in learning English. Those who are more accomplished with English achieve similarly to other pupils.

The quality of teaching

requires improvement

- Despite improvements to teaching since the academy opened, mathematics teaching is still not good enough to ensure pupils make brisk progress and acquire the necessary mental skills to support their written work. Consequently pupils are not always confident enough when tackling written calculations.
- Learning aids are not used well enough to assist pupils in Key Stage 2 in developing their understanding and speeding up their mathematics work. Not all teachers and teaching assistants are confident in teaching this subject.

- Marking does not always help pupils to improve their work. Learning targets for pupils to aim for in English and mathematics are not consistently helpful. They are often too broad and not always worded precisely enough.
- Teachers show high expectations of how pupils should arrange their work in books, but they do not insist enough on good letter and number formation or a consistent joined handwriting style for older pupils.
- Improved teaching of writing is clearly lifting the quality of the content. Pupils are informed what should be included in particular styles of writing and this supports their work. However, less attention is paid to improving spelling and grammar. Pupils are not given enough longer pieces of compositional work to practise their writing skills, including punctuation.
- The teaching of reading is good. As a result the pupils are gaining rapidly in their knowledge of phonics. This in turn is now contributing well to the increased rate of progress in reading and writing, but some pupils do not read regularly and widely enough to build up their skills and confidence.
- Teachers manage pupils well and provide attractive learning environments. Most lessons proceed without unnecessary interruptions.
- Teachers track pupils' attainment and progress effectively, so they have a good knowledge of what individual pupils know, understand and can do.
- Lessons are well prepared. Large screens are generally used effectively to present learning. In Year 6, this was seen to particularly good effect when a video clip of an earthquake helped the pupils to think of vocabulary to describe the scene in preparation for writing.
- Teachers encourage pupils to use their individual whiteboards to try out calculations or sentences. This helps to keep the pupils active when new work is introduced.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Evidence indicates that it is typically good around the school, in lessons and when pupils are at play, and in the breakfast club. The vast majority of pupils show good attitudes to learning and enjoy school. They take part enthusiastically in after-school activities. Attendance has improved and is above average. Pupils are usually punctual to school.
- Pupils who sometimes have difficulty behaving appropriately are well supported. The number of exclusions and racist incidents is negligible. Bullying of any nature is rare. Pupils know how to respond to any incidences and are confident that they will be dealt with effectively by staff.
- Pupils take pride in their school, demonstrating respect and good manners towards each other and to adults.
- Pupils are keen to please. They undertake a wide range of responsibilities effectively, for example as helpers in the playground. The school council is active and has recently organised a talent contest.
- The school's work to keep pupils safe and secure is good. The employment of specialist staff for

family matters and counselling helps pupils feel secure, and they provide knowledge about safe living. This is further supported by community police visits. Pupils are aware of the potential dangers of the internet and know not to approach strangers.

The leadership and management requires improvement

- Leaders and the governors have made clear improvements to teaching and learning since the school opened as an academy. However, they have not yet done enough to improve teaching or achievement in mathematics.
- Much has been done to improve reading and writing through the good work of the English leaders. However, they are aware that pupils do not yet read extensively and their handwriting lacks finesse.
- Focused improvement in mathematics is still in its infancy, and lagging behind that already made in reading and writing. Leaders have thoroughly analysed the reasons for the weaker performance in the subject, and have begun a project to increase rates of progress. It is still too early to see the impact of the changes being made on pupils' achievement.
- The principal is leading the school well and promotes a good atmosphere for further development. He has a good working relationship with the two vice-principals. They know what needs to be done to improve the school further, but the impact of the school improvement action plan is blunted by the lack of clearly detailed, measurable success criteria linked to raising pupils' achievement.
- The senior leadership team meets regularly to keep the school moving forward. Staff are made accountable for their pupils' progress. Minutes of the quarterly meetings with the academy trust and governors indicate rigorous analysis of the school's performance.
- Leaders monitor teaching regularly. The results are used to identify individual and whole-school training needs, and are supported by annual performance reviews. All staff are given performance targets, which are well devised so that progress against them is easy to measure.
- Pupil premium money has helped reduce class sizes and support pupils with personal problems. Pastoral and family support helps break down barriers to learning and bring home and school closer together. Special support for eligible pupils is having a positive effect on the progress of many but is still not closing the gap in attainment with other pupils in some classes. There is no evidence of discrimination.
- The national primary school sports grant has been used well to pay for specialist advisers to strengthen staff's confidence in teaching physical education. Additionally, sports coaches have widened the range of extra sports activities and competitive sport available to pupils. This has contributed to improving pupils' health and well-being.
- The curriculum is increasingly contributing to pupils' literacy and numeracy skills through different subjects and is enhanced by plenty of extra activities. Visits to the Space Centre, for example, support the work done in class. Visitors such as professional orchestra members widen pupils' experiences.
- The academy trust has worked effectively with the school and met regularly with senior staff and governors to review progress. It has contributed to extra teaching for music and helped governors with a new handbook. It has begun to share experiences with other schools in the

trust.

■ **The governance of the school:**

- The governing body is led well and its members have a good range of expertise, including on data analysis.
- Governors are familiar with how the sport and pupil premium funding are being spent, and follow up results to make sure they are having the desired impact on pupils' achievement.
- Individual governors visit the school regularly to gain first-hand knowledge of the quality of teaching and pupils' achievement. They have distinct roles which utilise their own specialist expertise, such as in finance.
- Governors question and challenge leaders, and effectively hold the school to account. They understand the arrangements for the review and the setting of targets for individual staff and the link to pay.
- The governing body makes sure that safeguarding arrangements meet current requirements.

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

Unique reference number	138887
Local authority	Northamptonshire
Inspection number	440118

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	337
Appropriate authority	The governing body
Chair	Irene Harris
Principal	Bill Hoten
Date of previous school inspection	Not previously inspected
Telephone number	01933 446900
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