

Warren Primary School

Gilbert Road, Chafford Hundred, Grays, RM16 6NB

Inspection dates 8–9 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress throughout the school. Sometimes it is outstanding. Standards are above average in reading, writing and mathematics by the time they leave at the end of Year 6.
- Pupils have very positive attitudes to learning. They want to do well.
- Pupils' understanding of the sounds that letters make (phonics) is very good.
- Pupils in the special resource base for hearing impaired pupils make good progress because they are taught well and get the support they need.
- Teaching is good throughout the school. Teachers, pupils and support staff work together effectively.
- Behaviour is outstanding, both in and out of lessons. Pupils are very supportive of each other.
- Pupils feel very safe in school. Parents agree. Attendance rates are high and improving further.
- The new headteacher has worked quickly to raise achievement and the quality of teaching further.
- Staff and leaders at all levels, including governors, are working together well as a team to improve the quality of teaching and pupils' achievement.
- The governors have a very good understanding of the school. The quality of support and challenge they provide is helping to make the school even better.
- Spiritual, moral, social and cultural development is promoted well, and this helps to prepare pupils for life in modern British society.

It is not yet an outstanding school because

- Although children achieve well overall in the Early Years Foundation Stage, their progress is not quite as good in Reception as in the Nursery Year.
- The teaching of grammar, spelling and punctuation is not of a consistently high standard across the school.

Information about this inspection

- Inspectors collected evidence about teaching and learning by observing 21 lessons, looking at pupils’ work and discussing it with them to determine their understanding and attitudes to learning. A scrutiny of pupils’ work and seven joint observations were carried out with members of the senior leadership team. Inspectors also observed a variety of activities carried out by the school to support individuals and small groups of pupils, and listened to pupils reading.
- The inspectors held meetings with the headteacher, members of the governing body, a representative of the local authority, staff and two groups of pupils.
- In planning and carrying out the inspection, inspectors took account of the 88 responses to the online questionnaire (Parent View), and responses to an inspection questionnaire from 55 staff.
- The inspectors looked at the school’s development plan, data on pupils’ attainment and progress, records of the monitoring and evaluation of teaching, a wide range of policies and procedures, and the arrangements for the safeguarding of pupils.
- An inspector attended an assembly and visited the Warren Weavers breakfast and after-school club run by the school.
- Inspectors spoke to parents in the playground at the end of the school day, and to those who attended a parent workshop held by the school.
- An inspector observed the work of the specialist resource base for hearing impaired pupils.

Inspection team

Michael Sutherland-Harper, Lead inspector	Additional Inspector
Susan Cox	Additional Inspector
Christopher Christofides	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school. The early years provision includes a nursery, where children attend on a part-time basis, and two full-time Reception classes.
- The proportion of disabled pupils and those who have special educational needs supported through school action, at over 10%, is above the national average. The proportion supported at school action plus or with a statement of special educational needs, at around 6%, is below the national average.
- The largest group of pupils (but not a majority) is of White British heritage. More than half the pupils are from minority ethnic groups.
- The school provides specially resourced provision for pupils with special educational needs, most specifically hearing impairment. At present, 12 pupils aged from two to 11 attend. Pupils are integrated into the school for some classes.
- The proportion of disadvantaged pupils eligible for the pupil premium is below the national average. This is additional government funding for particular groups of pupils who are known to be eligible for free school meals, or in the care of the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school operates a breakfast and after school club, the Warren Weavers.
- The headteacher has been in post since January 2014.

What does the school need to do to improve further?

- Raise achievement further by:
 - ensuring that teaching and the use of assessment lead to consistently rapid progress across the Early Years Foundation Stage
 - teaching grammar, spelling and punctuation to a consistently high standard across the school.

Inspection judgements

The leadership and management are good

- The new headteacher's determination and drive have ensured that achievement and teaching are good and improving quickly, and behaviour and safety are outstanding. She has developed the senior leadership team swiftly by including subject leaders, who say that they feel empowered to take their areas of learning forward. The school has a strong capacity to improve because teachers' and pupils' attitudes to learning are so positive.
- Subjects leaders' roles have been carefully defined to help in the school's drive to become outstanding. They monitor attainment and progress regularly through reviews of pupils' work and in discussion with pupils and staff, and meet regularly as a team.
- The curriculum has been revised to engage all pupils. Initiatives like Viking Day, which brought in a skilled teaching team to interact with pupils, are closing gaps in achievement between boys and girls quickly. Girls are, however, fully encouraged to explore their interests through the way material is presented. The new curriculum focuses on extending all groups of pupils, including the most and least able.
- Pupils' spiritual, moral, social and cultural development is promoted well. They are prepared well for life in modern British society because they are well integrated into a multi-ethnic school community and show respect and tolerance to all its members. Pupils have equal opportunities to learn and do well, and there is no discrimination of any kind.
- The national primary school sports funding is used well to provide extra coaching for pupils and more clubs and activities. Links with local sports partnerships ensure access to activities and competitions. Staff have had training in areas such as dance. Pupils' engagement with sport, success in sporting events and awareness of fitness have all increased as a result.
- The special resource base for hearing impaired pupils is led and managed well. The school works closely with St Clere's secondary school, as part of Thurrock Sensory Services, to ensure that all pupils make a smooth transition to the next stage of their education.
- Leaders manage staff performance robustly. Teachers are held accountable for their pupils' attainment and progress. Leaders' judgements are based on regular monitoring of teaching, attainment and progress, and are closely linked to the school development plan.
- The local authority is both supporting the new headteacher and facilitating opportunities for her to be involved in developing local educational initiatives, such as the recruitment and retention of high quality teachers. Consequently, she has been able to take the school forward rapidly.
- Links with parents are good and being constantly improved, for example through regular parent workshops. Parents are well informed about pupils' progress and attainment and what they need to do next to improve their work.
- **The governance of the school:**
 - Governance is good. Governors are united with senior leaders in the drive to make the school outstanding. They regularly receive detailed information from leaders to help with long- and short-term planning. Governors visit the school frequently to monitor and evaluate teaching, attainment and progress, and challenge leaders where appropriate. They are well informed about performance data and keep a close track on pupils' achievements in reading, writing and mathematics.
 - Governors ensure that staff performance is managed rigorously. Good teaching is rewarded appropriately.
 - Governors are well-trained in child protection and safer recruitment. They make sure safeguarding policies and practices are very effective and meet national requirements.
 - The governors manage finances well and check that additional funding for eligible pupils is having the

desired impact in raising achievement and closing any remaining attainment gaps.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils in classrooms is consistently at least good and frequently outstanding. Pupils have extremely positive attitudes to learning. They want to learn, and exciting activities like the Viking Day keep them engaged and attentive throughout. They settle quickly to work and support each other. Low-level disruption is extremely rare.
- Behaviour around the school shows how proud pupils are of their school. They hold doors open for others, ask if they can help visitors and are always ready to talk about the exciting range of opportunities they also have beyond lessons. They are always neat and orderly, wearing their uniform with pride. Both the tidiness of the site and the quality of pupils' books testify to their proud stewardship of the school. Pupils' relationships with adults and each other are exemplary.
- Pupils say that behaviour is always good or better. They are aware of the high standards expected of them and how the system of 'good to be green', yellow and red cards works, finding it inconceivable that anyone should receive many, if any, red or yellow cards. Their views are shared by staff and governors.
- Pupils are aware of the different forms that bullying may take, such as cyber-bullying through the internet and name-calling. They say that there is very little, if any, bullying and that adults are always nearby to deal with any situations which may arise.
- The many different ethnic groups are united in a common sense of pride in their school and respect for each other. These qualities prepare them well for life in modern British society and indicate their good levels of spiritual, moral, social and cultural understanding.
- Attendance is well above average. Very few pupils are persistently absent or late, because they do not want to miss what is going on in school. There have been no permanent or fixed-term exclusions in recent years.

Safety

- The school's work to keep pupils safe and secure is outstanding. They feel safe in school and around the site, and their parents agree. Visitors to the school are checked closely. Pupils learn to behave in safe and secure ways, for example in practical lessons and while doing physical education.
- Use of discriminatory or derogatory language is extremely rare and actively discouraged in assemblies and classroom sessions. Pupils are aware of the effect that extremist behaviour or discrimination could have on their tolerant and multi-ethnic school.
- The school's policies and procedures for safeguarding and child protection are rigorous and reviewed regularly by leaders and governors. Pupils emphasised how they look out for each other, which helps them to be vigilant about any risks they may encounter.

The quality of teaching is good

- Teaching is consistently good across the school. In most lessons, teachers and other adults provide very effective support for pupils, carefully integrating pupils who have hearing impairments or come from minority ethnic groups. Teachers use good questioning skills to determine pupils' levels of understanding, for example they often ask pupils how they have arrived at their answers.
- School records show improvements in the amount of good and outstanding teaching over time. Teachers and support staff have increasing opportunities to benefit from sharing each other's skills in order to move teaching to the next level.

- More-able pupils benefit from regular challenge in lessons and are increasingly expected to do their best. A variety of interesting extension tasks encourage pupils to explore subjects in depth so that more reach the highest levels. During the inspection, the school held a Viking Day for pupils in Year 5. Pupils arrived in costume for sessions in the hall where a variety of activities had been set up, all new to them, and where they had to work closely with each other to achieve the desired aims, such as making ink from charcoal. The imaginative range of activities allowed pupils to create their own picture of a different time and compare it to modern British society, leading to rapid gains in understanding.
- Teachers make sure pupils of all abilities make good gains in developing their literacy, numeracy and communication skills. Teachers and support staff plan together well. Topics covered allow for reinforcement of key skills such as literacy and numeracy across subjects.
- Pupils in the special resource base for hearing impaired pupils are taught well. The very experienced staff use sign language and other means of communication effectively to meet pupils' individual needs, intervening whenever necessary but also ensuring that pupils progress well by themselves.
- Reading skills are developed well. Pupils are encouraged to read frequently and from a variety of fiction and non-fiction books which take full account of their interests. Older pupils serve as reading mentors for younger ones and a group of parents have recently trained to help with reading across the school.
- Sometimes, teachers' expectations of the progress pupils should make are not clear and they are not always challenged enough to make rapid gains in knowledge and understanding. Nevertheless, pupils' very positive attitudes to learning enable them to make steady progress because they continue to concentrate.
- Teachers mark pupils' work regularly and clearly indicate how it can be improved. However, guidance on spelling, grammar and punctuation is not always effective. Presentation is neat. Books show good evidence of progress over time, including through the use of challenging homework. Pupils respond to the guidance they receive.

The achievement of pupils

is good

- Pupils make good progress as they proceed through the school. Results at the end of Year 6 in 2013 were above the national average for reading and writing and in line for mathematics. Attainment improved in mathematics in 2014. Large numbers of pupils exceeded nationally expected progress in reading, writing and mathematics in Key Stages 1 and 2. Current data present a similar picture of rising achievement.
- Progress rates are rising across all years and in all subjects. The school has reviewed provision in mathematics to make activities more practical and installed reading materials in every classroom so pupils have quick access to books. The content of subjects has been discussed with staff and pupils to engage them with the new curriculum. Pupils' skills are reinforced well through the work of the Warren Weavers before- and after-school club.
- Children arrive in the Early Years Foundation Stage with skills below, and sometimes well below, those expected for their age level. Their skills and understanding are assessed carefully in the first few weeks so they can be given appropriate support. Physical development is the strongest skill on entry. Language and communication skills are often the weakest so the school takes care to ensure that children have good opportunities to interact with each other and with adults.
- Pupils achieved well-above-average levels in the Year 1 phonics screening check in 2013 and did very well again in 2014. Pupils have individual targets. Experienced staff support them well and engage them quickly in practising skills with sounds.
- Pupils in the specially resourced base for hearing impaired pupils make good progress. They receive extremely effective support with reading, writing and mathematics so that any gaps in their learning are quickly closed. Wherever possible they are taught with other pupils, with close support available from

staff who know their individual needs.

- Pupils supported by the pupil premium generally make good progress. In 2013, eligible pupils achieved standards in reading and mathematics that were around a term ahead of other pupils, both in school and nationally. However, progress wasn't as rapid in writing, where attainment was around a term behind other groups, both within the school and nationally. The school carefully reviews how it uses funding, adjusting support where necessary to ensure good progress.
- The most able pupils attain well and make good and sometimes outstanding progress, as seen in results in mathematics in 2013 and 2014. Activities to challenge pupils are a feature of all lessons and the standard of work expected is made clear before pupils start work in all subjects.
- The achievement of pupils from ethnic minority groups is carefully monitored and reviewed in pupil progress meetings so nobody slips through the net and they make similar progress to others. For example, pupils experiencing difficulties with language are given individual support. This helps to ensure that all pupils have an equal opportunity to succeed.
- Disabled pupils and those who have special educational needs achieved well in 2014 in reading and writing. Their progress in mathematics has improved this year.

The early years provision

is good

- Children make good progress in the Nursery. Staff encourage children successfully to develop their self-confidence in well planned and interesting activities, both indoors and outdoors. Planning is carefully based on accurate assessments of what children know and can do. Current data show that children in Reception are also making good progress and reaching or exceeding age-related levels of development, which helps to prepare them well for the start of Year 1.
- Teaching is good. Activities are well planned and focused on developing personal and social, language and number skills. Staff ensure that children communicate effectively with each other and with adults and have good opportunities to use their imagination, for example in role play in Reception classes.
- A previous gap between the achievement of boys and girls has been significantly narrowed through the use of boy-friendly topics like 'Pirates'. Work with parents to reinforce children's learning over the summer holidays with interesting activities ensures that progress continues between the end of Nursery and the start of Reception.
- Good systems to manage behaviour, which children understand, ensure that they behave well. When instructed to stop and reflect on their actions, they do so quickly, which contributes to good spiritual, moral, social and cultural understanding. They take turns and share toys and resources because the staff and activities promote good attitudes to learning. Children are kept safe because staff are vigilant.
- The Early Years Foundation Stage leader is new. She quickly implemented improved use of indoor and outdoor spaces and increased time and resources to strengthen children's reading and phonics skills. As a result, children's now make more rapid progress in these areas.
- Teaching and assessment procedures are not quite as good in Reception as in the Nursery so progress in Reception, while still good, is slightly slower. Classroom strategies are only just beginning to be shared to raise all achievement and teaching to the very highest level.

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	131226
Local authority	Thurrock
Inspection number	448696

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	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	499
Appropriate authority	The governing body
Chair	Baljit Dosanjh
Headteacher	Emma Field
Date of previous school inspection	15 September 2009
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