

Inspection of Warstones Primary School

Warstones Road, Penn, Wolverhampton, West Midlands WV4 4LU

Inspection dates: 15 and 16 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

'Wonderful Warstones' sums up this school. All adults and children buy into the school motto that 'every child matters every day'. Kindness, compassion and concentration are seen and felt throughout the school. Pupils leave school as confident, happy, well-rounded people who are ready for life ahead. Parents and carers say that the school is like a family.

Pupils behave beautifully. They know and follow the school rules of 'be safe, be respectful, be kind' with increasing independence and autonomy. Leaders have sensitively crafted an inclusive ethos where hearing and deaf pupils sign together and support each other in their work and play. Bullying is extremely rare. One pupil stated, 'I can't ever recall it happening here but I'm comfortable in telling a teacher and they would sort it.' Pupils across school agreed.

Pupils enjoy their learning. They remember some of their learning over time. They strive to achieve the high expectations set by staff. Pupils know their learning is going to help them in the future. They take responsibility for helping themselves when they get stuck. Pupils have the confidence to tell teachers, 'I'm a bit wobbly on this' and systems are in place to immediately give pupils the help they need.

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

Leaders, including governors, show an unswerving determination to meet the needs of every child. They go above and beyond in so many areas of school life. This ensures that not only pupils, but also their families, get the help and support they need. Parents and pupils deeply value this. A parent, echoing the views of many, said, 'Such a caring attitude goes a long, long way and will remain with us forever.'

Staff also appreciate the 'warmth of Warstones'. Leaders ensure that staff are well looked after and cared for. Staff say that they feel fortunate to be in such an understanding school that has their well-being in mind.

Leadership of the school is subtle but strong. All leaders, including those responsible for pastoral and special educational needs and/or disabilities (SEND), are ambitious, knowledgeable and passionate. They work well individually and collectively. Leaders have brought to life their vision to be a hub for the community through the opening of a deaf resource base. Leaders say the resource base has enriched school life. Inspectors agree. Inspectors saw many occasions where provision for pupils with SEND was of exceptional quality. The school has become a signing community. Respect and tolerance are deeply embedded. Pupils do not see difference, they see individual people who are unique, 'just like a fingerprint'.

Reading and vocabulary are front and centre of the curriculum. Pupils learn to read well. Leaders put rapid and rigorous support in place for any pupils who are falling behind. Reading trees bend their branches and beckon you through the school

corridors into a world of imagination or knowledge. Staff sign stories alongside class books being read aloud.

This love of reading begins with the youngest children and grows over time. Children in the early years learn to share, handle and enjoy a range of texts. Older pupils respond to thought-provoking texts and poems with a maturity beyond their years. Pupils told an inspector about a story and a poem they had been reading with a common theme of war and refugees. They shared their individual reflections on these texts with respect. They demonstrated their empathy for others, saying that, 'It is really, really sad, thinking of refugees with no home, nowhere to live and having to be squatters.'

Leaders have recently adapted the curriculum to be a closer fit to the school's context. They have also laid out the specific knowledge that pupils will be taught and when. This builds from the early years upwards. The youngest children get the very best start to school life. The curriculum, environment, resources and adult support successfully intertwine. The impact of this combination on what children in the early years remember and do is strong.

Leaders ensure teachers use consistent teaching and assessment methods across the school. Pupils enjoy and gain from this as they know what to expect in each lesson. They concentrate on their learning without distractions. All pupils achieve well in English and mathematics. Pupils' memory and recall of their learning in other subjects varies. This is because some subjects are further developed than others.

Pupils enjoy the many varied visits, visitors, jobs and roles that are part of their school life. Singing and signing, sharing produce and staying over at residential all help pupils to be ready for the wider world beyond Warstones.

Safeguarding

The arrangements for safeguarding are effective.

Leaders complete relevant checks to ensure staff are safe to work with pupils. Leaders provide a range of safeguarding training. This helps teachers to know what to do if they have concerns. Records show that staff raise concerns and leaders act swiftly. Leaders work with an extensive range of agencies. Leaders have put a range of support in place so pupils with SEND can communicate if they have a worry or a concern.

Pupils know how to keep themselves safe in different situations. They know rules are there for a reason and that there can be good and not so good friendships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils do not demonstrate a consistently strong depth of understanding and recall of learning in all subjects. This is because some revisions to curriculum sequencing have been implemented in recent times. Leaders should continue to develop and embed the recent changes to the curriculum and monitor that the changes are helping pupils to remember and communicate their learning in all subjects so that they achieve well across the curriculum.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	104344
Local authority	Wolverhampton
Inspection number	10228056
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	478
Appropriate authority	The governing body
Chair of governing body	Charlotte Harding
Headteacher	Fiona Feeney
Website	www.warstonesprimary.uk/
Date of previous inspection	30 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school has Nursery provision for two- to four-year-olds.
- The school makes use of a registered alternative provider.
- The governing body has two co-chairs of the governing body.
- The school has a deaf resource base that operates from within the school. This opened in September 2019. The capacity of this provision is for 14 school-age pupils. Currently, eight pupils attend.

Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher and a range of senior leaders, including the special educational needs coordinator and the manager of the deaf resource base.
- Inspectors carried out deep dives in these subjects: early reading, English, mathematics, physical education and geography. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector met with the school improvement partner from the local authority.
- The lead inspector met with members of the governing body.
- Inspectors listened to a sample of pupils read and visited the deaf resource base.
- Inspectors observed pupils' behaviour in lessons and around the school, including at breaktimes. They spoke formally with groups of pupils as well as talking to pupils in lessons and around school.
- The lead inspector reviewed responses to Ofsted's online parent and staff surveys.
- Inspectors spoke to parents on the school gate and visited extra-curricular activities, including breakfast club. An inspector joined the 'sing-and-sign' assembly.
- Inspectors met with leaders about the school's safeguarding procedures. They reviewed policies and records relating to safeguarding, behaviour and attendance. Inspectors spoke to pupils, parents and carers, and staff about pupils' safety.
- The lead inspector reviewed a range of documentation, including the school's improvement plans, minutes of governing body meetings and information on the school's website.

Inspection team

Kirsty Foulkes, lead inspector

Her Majesty's Inspector

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