

Inspection of Warren Road Primary School

Warren Road, Orpington, Kent BR6 6JF

Inspection dates: 13 and 14 December 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Warren Road Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Warren Road Primary School to be outstanding, before it opened as an academy.

What is it like to attend this school?

Pupils come into school with smiles on their faces. Staff share high expectations for all pupils. Behaviour around the school and in the playground is exceptional. Pupils demonstrate respect for one another. Bullying is extremely rare. If it occurs, adults deal with this seriously, resolving the issue and ensuring it is not repeated. Pupils are extremely happy and safe here.

Staff's expectations of all pupils are consistently high. Pupils take the election of their school council representatives seriously. Leaders provide high-quality pastoral support. Pupils are taught how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy.

Leaders ensure pupils have access to a wide, rich set of experiences. There are many opportunities for pupils to develop their talents and interests. An extensive choice of clubs made available to all pupils range from swimming, science, Mandarin, chess and gymnastics. The take up of these clubs is particularly high. Pupils enjoy swimming in the on-site swimming pool and exploring the school's woodland area. Pupils in Year 6 look forward to their residential trip to the south coast.

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

Leaders have designed an aspirational curriculum that far exceeds the requirements of the national curriculum. All staff receive regular high-quality training, which helps them to teach all subjects confidently. Staff routinely check pupils' prior knowledge. They build on this learning sequentially. This helps pupils to deepen their knowledge and understanding. Leaders consider the content children learn in the early years for later study. For example, children learn about classifying animals in early years. Pupils in Year 1 use these strong foundations to use vocabulary accurately such as 'herbivore' and 'omnivore'. In later years, pupils build on these concepts to understand food webs, habitats and ecosystems.

All pupils, including pupils with special educational needs and/or disabilities (SEND), are supported to succeed. In mathematics, for example, teachers present information clearly and use resources highly effectively so that pupils complete their work with confidence. Children in Reception have access to a wealth of well-considered mathematical resources. Adults model language expertly to them in all areas of the curriculum. For instance, staff encouraged children to think scientifically about which substances could help ice melt the fastest. This helped children to observe and predict. Pupils are prepared extremely well for the next stage of their education.

Leaders carefully consider pupils' future learning in secondary school. In music, for instance, pupils have exposure to a range of genres and musicians. They learn how to play instruments individually but also as part of an ensemble. Leaders regularly

review the curriculum to ensure that it is appropriately demanding. Through appropriate assessment opportunities, staff identify gaps and misconceptions swiftly.

Leaders work closely with outside agencies to ensure that all pupils with SEND have an appropriate, tailored programme. Staff keep parents and carers regularly informed of their child's targets and progress.

Leaders have prioritised reading. They have a well-embedded approach to phonics. Staff deliver lessons with consistency, modelling sounds accurately. When pupils are struggling to keep up, they are identified quickly and helped to catch up. Highly skilled adults help these pupils with expert guidance and support. Leaders have carefully matched books that pupils read to the sounds they know. Reading has a high profile across the school. Leaders ensure that pupils have access to a broad range of diverse texts as well as classic fiction. Initiatives such as the school's book vending machine, 'birthday books' and the 'Masked Reader' ignite a passion for reading in pupils and staff too.

Pupils are articulate and respectful and clearly proud of their school. There are lots of opportunities for pupils to take on responsibilities. For example, sports ambassadors help younger pupils play games at breaktimes. The school's 'eco group' works to support sustainable and green projects. Pupils take part in a range of visits linked to their learning. Pupils in the older year groups help younger ones to read. Playground pals help pupils to get along and form friendships.

Staff and parents are overwhelmingly positive about the school. Staff appreciated how well leaders look out for them and the adaptations they have made to ensure their workload is manageable.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an acute understanding of their safeguarding responsibilities. They are extremely clear about how they report concerns. Leaders know their local context and families well. They engage with external agencies to make sure that pupils are supported effectively. Leaders ensure there is a vigilant culture of safeguarding at the school. Leaders have rigorous systems in place to follow up on any concerns raised by staff.

Pupils are taught how to keep safe, including online. They all have at least one trusted adult they can talk to about any worries.

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.

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	136915
Local authority	Bromley
Inspection number	10242253
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	837
Appropriate authority	Board of trustees
Chair of trust	Milena Cooper
Headteacher	James Ellis
Website	www.warrenroadprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Warren Road Primary School converted to become an academy school in February 2012. When its predecessor school, Warren Road Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school uses one registered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with senior leaders. They met with members of the board of trustees, including the chair.
- Inspectors met pupils to understand their views about the school.
- Inspectors did deep dives in the following subjects: early reading, mathematics,

science, history, geography and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons with senior leaders, met with teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered the curriculum in other subjects.

- Inspectors considered the behaviour of pupils during lesson visits and around the school. They observed pupils as they arrived at school in the morning. They looked at behaviour and bullying records and leaders' analysis of these.
- Inspectors considered the effectiveness of safeguarding through discussions with leaders, teachers and support staff. They looked at records relating to safeguarding, including pre-employment checks.
- Inspectors spoke to staff about their workload and well-being. They considered the views of staff, pupils and parents, including responses to Ofsted's online surveys.
- Inspectors considered a wide range of documentation provided by the school. This included curriculum documentation and school policies.

Inspection team

Aliki Constantopoulou, lead inspector	His Majesty's Inspector
Ann Pratt	Ofsted Inspector
Jonathan Newby	Ofsted Inspector
Annabel Davies	His Majesty's Inspector

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