

# Warren Road Primary School

## Inspection report

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<b>Unique Reference Number</b>	101627
<b>Local Authority</b>	Bromley
<b>Inspection number</b>	286130
<b>Inspection date</b>	27 March 2008
<b>Reporting inspector</b>	Christopher Gray

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	829
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Nicholas Webb
<b>Headteacher</b>	Mrs Susan Meckiff
<b>Date of previous school inspection</b>	11 June 2001
<b>School address</b>	Warren Road Orpington BR6 6JF
<b>Telephone number</b>	01689 853798
<b>Fax number</b>	01689 858837

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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: how well pupils in each class progress and how this is facilitated by teachers' use of assessment and marking; the effectiveness of middle managers; pupils' personal development. He gathered evidence from records of pupils' attainment, samples of pupils' past work, observations in lessons and around the school, meetings with staff, governors and pupils and an analysis of 438 responses to the parents' questionnaire. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

The school is very much larger than other schools of its type and has about 100 more pupils than at the time of the last inspection. The proportion of pupils from minority ethnic backgrounds is average and very few are at the early stages of learning English. A smaller than average proportion of pupils have statements of special education need or have been identified with learning difficulties. Of these, the two largest groups are pupils with dyslexia and those with behavioural, emotional or social problems.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. Pupils reach exceptionally high standards in English, mathematics and science by the time they leave Year 6 and their achievement is outstanding. A great strength of the school is the consistent progress that pupils make in every year group. This is no mean achievement, as there are 28 classes, and is the result of outstanding leadership and management. The headteacher is an excellent leader and has assembled an equally outstanding senior leadership team. The dedication of all staff is the foundation of the school's great success and popularity. One parent summed up the school's provision: 'Both my children do well at this exceptional school'. Another observed, 'The school is fantastically well managed by the headteacher'.

Pupils' personal development is outstanding. Behaviour is excellent in classes and around the school; as one pupil put it, 'There is no bad behaviour really. Sometimes a few people might be silly'. Another added, 'But the teachers don't tolerate it'. Pupils see all adults as equally effective in this. Great enjoyment is plain in all aspects of pupils' work. It can be seen in the quantity and quality of their written work, in their concentration during lessons and in the accounts given of visits out of school, such as the recent visit to Glyndebourne, which sparked interest for some in the world of opera. Pupils' understanding of healthy and safe lifestyles is outstanding. Every Thursday, parents, teachers and pupils are encouraged to take part in aerobics in the playground before school. This was seen at the start of the inspection; afterwards, pupils were keen to get into school and start work. They think about the reasons behind dietary advice rather than blindly accepting popular ideas. One pupil said, 'No food is bad for you on its own - it's just how much you eat of it'. Older pupils designed an alternative Christmas lunch which they then prepared and served to their teachers. Pupils reflect on the values that are important in life. A group debated with the inspector whether skills such as reading and writing are more important than personal qualities, such as honesty and respect. 'Both are important' said one Year 6 boy after thinking; 'if you can write well you can get a good job and if you are courteous you can make lots of friends'.

Teaching, learning and the curriculum are outstanding. Pupils learn so well because they receive a consistent diet of good quality teaching throughout their school career; much of it is outstanding. This is the result of teachers' hard work - for example, the careful planning, which they undertake in year group teams, carefully matching activities to pupils' needs. It also comes about because of the rigorous systems which leaders at all levels use for checking on the quality of learning and for making sure it improves where possible. Pupils have a direct influence on their own learning through the school councils. The curriculum for food technology has recently been improved because pupils wanted more opportunities for cooking. They are keen to use drama more frequently, and the school is incorporating this request into its plans to make more links between subjects.

The school gives its pupils outstanding care, guidance and support. 'Our child is flourishing here', one parent said. Pupils feel extremely safe in school, not just because of the thorough arrangements to safeguard pupils but also because pupils are confident that the rare instances of bullying will be dealt with effectively. Academic guidance is excellent. Teachers' marking is of very good quality, especially in English. Pupils say they are helped to review and improve their work through things like the 'success criteria' grids in their books. Assessment systems are well structured and used effectively by all staff. The school rightly sees this process as the basis of the outstanding progress that pupils make, because it is used to direct extra help

exactly where it is needed. Excellent partnerships with local primary and secondary schools increase the opportunities to extend pupils' learning experiences.

Another parental comment sums up the school's effectiveness: 'The school has been very proactive in ensuring my child reaches his full potential'. This is because the process of self-evaluation and improvement is rigorous and unrelenting. Governors are highly involved in this and have achieved the rare compliment of holding governors' curriculum review meetings which invited parents and pupils are keen to attend. The involvement of the whole school community in review and development is another vital ingredient in the school's success and is evidence of an outstanding capacity to improve further. The school has clearly fulfilled its mission statement, 'To be an outstanding school'.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Children are given an excellent start to their schooling. The Reception unit is bright and appealing and has a lovely outside area, which is used well to promote children's curiosity and developing interests. Activities are fun and purposeful. Children enjoy the opportunities for independence, such as self-registering in the mornings on the interactive whiteboard. Adults make frequent notes on children's development and attitudes and feed the information into planning for their future learning. As a result, progress is outstanding. Pupils begin school with broadly average skills (lower than at the last inspection, especially in personal development, as a result of the increase in the number on roll) and begin Year 1 with above average attainment in most areas of learning.

## **What the school should do to improve further**

- Build on the curriculum plans to increase pupils' enjoyment still further by linking subjects together.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



## Text from letter to pupils explaining the findings of the inspection

03 April 2008

Dear Pupils

Inspection of Warren Road Primary School, Orpington, BR6 6JF

I enjoyed my visit to your school enormously. That was because you were so full of how much you enjoy your education and the wonderful opportunities you have. Thank you for your welcome and friendliness. I could see that you belong to an outstanding school - outstanding is another word for excellent. Over 400 of your parents replied to my questionnaire and very many of them added comments which showed me that they agree. I am very grateful for their contribution too.

Your school is one of the biggest primaries in the country. Yet, as I walked around it, I could hardly believe that the buildings house over 800 children, because you all seemed so busy and wrapped up in your work. You have excellent attitudes to learning and your behaviour is outstanding. You should be congratulated on this. You play a big part in the school's development. For example, when I asked some of you if there was anything you did not like about school, you found it hard to think of an answer. But, eventually, some one said, 'School dinners as they were. But they're much better now after the school council's work'.

You clearly very much enjoy school and all the extras it offers. I was pleased to see so many of you, boys as well as girls, involved in the choir and orchestra. Activities such as these will give you interests that will last your whole life. Teaching is outstanding and helps you reach standards in English, mathematics and science that are much higher than those reached by most pupils in the country.

The school looks after you really well. You told me how safe you feel and how you never doubt that you will be supported if you have a problem. Your headteacher and her staff do an excellent job. They keep a constant watch, not only on how well you are achieving, but on how well they themselves are doing their job. This means that the school offers you an excellent standard of education and you are right to make the most of it. The one thing I have asked the school to do is to continue to develop how subjects are linked together. This idea partly started with some of you, when you asked for more opportunities for cooking and drama.

I'm sure you will continue to enjoy your time at Warren Road.

Yours sincerely

Christopher Gray

Lead Inspector