



# Warley Primary School

## Inspection Report

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**Unique Reference Number** 115042  
**Local Authority** ESSEX  
**Inspection number** 290110  
**Inspection dates** 5–6 October 2006  
**Reporting inspector** David Manuel

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 address</b>	Chindits Lane
<b>School category</b>	Community		Warley, Warley
<b>Age range of pupils</b>	4–11		Brentwood, Essex CM14 5LF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01277223008
<b>Number on roll (school)</b>	162	<b>Fax number</b>	01277200325
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr J Austin
		<b>Headteacher</b>	Mrs J Lincoln
<b>Date of previous school inspection</b>	2 July 2001		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Most pupils are from White British backgrounds and a small minority of pupils come from a wide range of minority ethnic backgrounds. A very few speak English as an additional language. The socio-economic background of pupils is very wide ranging and broadly average. The proportion of pupils with learning difficulties and disabilities is above average with a few having behavioural and emotional problems. In recent years the proportion of pupils who join the school part way the taught year has been higher than usual and a significant proportion of pupils entering Years 3 to 6 have levels of achievement that are below average. There have been significant changes in staff this term with the appointment of three newly qualified teachers.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 3**

This is a satisfactory school with some good features and provides satisfactory value for money. The school receives strong support from the vast majority of parents. Attainment on entry to the Foundation Stage (Reception class) varies; sometimes at expected levels, as in the current class, and sometimes below expected levels, particularly in communication, and personal skills. Children receive a very stimulating start to their education in the Reception class, make good progress and most attain the levels expected by the start of Year 1. Good support for pupils, particularly those with learning difficulties, continues in Years 1 to 6. As a result pupils' achievement is at least satisfactory. By the end of Year 6 in 2006, unconfirmed test results were average in English and below average in mathematics and science. This represents good progress in English and satisfactory achievement in other subjects as these pupils entered Years 3 to 6 with below average standards in all subjects. Evidence indicates that the current Year 6 pupils have made better progress in the past year due to the introduction of new teaching and assessment strategies. Standards in mathematics and science are still below average levels. Pupils are very happy in school and relate well to each other as they work and play together. They behave well and clearly enjoy the good range of learning activities provided for them. Satisfactory teaching with some good features encourages pupils to develop as independent learners from a very young age. Detailed new assessment procedures are in place but the information provided is not yet used effectively enough by all teachers consistently to set challenging targets to ensure that most pupils achieve as well as they could. All pupils feel safe and secure and appreciate the good care and support that teachers provide, as do their parents. The school emphasises effectively the importance of healthy lifestyles. A well planned curriculum promotes learning effectively for all pupils. The particularly good provision in the Reception class prepares the youngest children well for later school life. The headteacher has created a new leadership team, following significant changes in staff. The committed staff support each other well and have an accurate view of the school's future needs for improvement. Together, everybody is effectively developing new strategies aimed at improving the school and the school has a good capacity to improve.

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

- Improve teaching and learning by consistently challenging all pupils to achieve their full potential. - Raise standards by Year 6 in mathematics and science.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory. Children join the school with a wide range of ability. The current children in Reception cover the full range and are at expected levels overall. Other year groups have varied considerably and some have entered the school with skills below expected levels particularly in communication and emotional skills. During

their time in Reception, children make good progress in most areas of learning and enter Year 1 at levels expected of children of this age with a few exceeding them. In Years 1 and 2 pupils make satisfactory and sometimes good progress. Unconfirmed results show that the most recent Year 2 pupils attained above average results in reading, average results in writing and below average results in mathematics. In Years 3 to 6 records show that pupils make expected rates of progress and a small number pupils exceed them. The test results in 2006 show that pupils reached average levels in English, but below average in mathematics and science. These results indicate satisfactory progress from the low starting points of this particular cohort. In several cohorts, a small number of more able pupils leave at the end of Year 2 and incoming pupils' levels of understanding are often below average. This adversely affects the standards achieved each year. In the current Year 6, new strategies are beginning to have a positive impact on pupils' progress but a number of pupils are still not achieving their full potential in mathematics and science.

## **Personal development and well-being**

### **Grade: 2**

Good personal development is evident in the way that pupils enjoy school and participate well in lessons and other activities. Attendance is broadly average, but the school does all it can to emphasise to parents the importance of regular attendance. Pupils' behaviour is good because of the effective strategies used by staff. Pupils feel safe in school and can turn to a counsellor if needed. They understand well the importance of remaining healthy, both through physical activity and diet. The school council gives pupils a voice in the running of the school, for instance through the purchase of play equipment. They adopt safe practices well. Spiritual, moral, social and cultural development is good. Pupils take responsibility for each other in school effectively and also have an understanding of the diversity of different cultures. From the links with a school in Ghana they develop a wider vision and provide practical help to others less fortunate than themselves, for example by raising money to support two goats.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory with some good features. This confirms the school's own judgement. Strengths are seen in the good relationships between teachers, the range of interesting activities planned and the good management by teachers of pupils' behaviour. In an outstanding lesson seen in the Reception class teaching is matched very well to the wide range of children's needs. Imaginative and exciting activities engage children fully and instil a love of learning. In Years 1 to 6 most lessons cater well for the full range of attainment. Teachers and teaching assistants work well together and this team work is particularly effective in supporting pupils with

behavioural and learning difficulties. The next task for the school is to ensure that most pupils, particularly the more able pupils are more consistently challenged.

## **Curriculum and other activities**

### **Grade: 2**

The school's good curriculum follows national guidance for English and mathematics and the school has developed a thematic approach to the rest of the curriculum. It is now reviewing and refining this after completing its first two year cycle. The curriculum is strengthened by specialist teaching in music and Spanish, which is taught to pupils throughout the school, and theme days, such as a science day. There are good opportunities for pupils to learn to play a range of musical instruments. The curriculum is supplemented well by a very good range of clubs for pupils of all ages and visits to places of interest, such as the Hindu temple at Neasden. There are very good opportunities for pupils to contribute to their local community, as well as develop an understanding of the wider world, through a partnership with a school in Ghana. The school is currently applying for Healthy School status, and pupils have good opportunities to learn about the importance of physical activity and healthy eating.

## **Care, guidance and support**

### **Grade: 2**

Pupils are cared for, guided and supported well. The necessary checks are carried out on those who work with children. Teachers support pupils well and relationships are good. Pupils new to the school are given very good support to help them settle and older pupils are prepared well for transfer to secondary school. Pupils' progress through the school is tracked closely, and this now enables teachers to set realistic targets, which pupils are aware of. However, this has yet to have a full impact on their achievement, so that they all achieve as well as they could. The school also involves parents in supporting pupils, for instance through the opportunity to talk to teachers and see pupils' work each Friday afternoon. There is good support for pupils with learning difficulties and disabilities, including those with behavioural problems. Pupils who speak English as an additional language are also supported well and fully included in lessons. Counselling is also available for pupils who seek it and they appreciate this opportunity.

## **Leadership and management**

### **Grade: 2**

There have been many significant changes in staffing, including the headteacher, since the previous inspection. This has meant changes in key areas. The headteacher provides good leadership and has created a new leadership team. This team is now successfully developing new, relevant and well-considered strategies for improving the school after a period when standards dropped significantly. Strongly committed staff support each other well to provide a good all round education for the pupils. The governors provide adequate support for the school and share a clear commitment to improving provision

and raising standards further. Good links exist with parents and other agencies to support the school's work. The leadership team has an accurate view of the school's future needs and the impact of this is already being seen in the improving progress being made by pupils in Year 4. However, monitoring of standards has yet to have full effect on raising pupils' achievement. As a result of the new leadership structure, the school has good capacity to improve further.

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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

9 October 2006 Dear Children Warley Primary School, Chindits Lane, Warley, Brentwood, Essex. CM14 5LF Thank you all for making us so welcome and helping us when we visited your school. We enjoyed speaking to you and hearing you talk about your work and your school. Here are the things that we think are best about your school. - You really do enjoy your lessons and the extra activities. - Your teachers look after you well and help you a lot. - You behave well in lessons and get on well together at play times. - You are good at helping each other and poor children in another country. - You are making better progress in reading and writing. These are the things that we would like to see improved. - Teachers could do even more to help each one of you work hard so that you can all reach the highest levels possible. - We want to see you make better progress in mathematics and science and reach higher standards. You can help your teachers with these things by all behaving well and enjoying your lessons so that you can do even better in all subjects. Keep working hard. We wish you every success in the future. Yours sincerely David Manuel Lead inspector