

Warren Primary School

Inspection report

Unique Reference Number	122704
Local Authority	CITY OF NOTTINGHAM
Inspection number	292479
Inspection dates	25–26 April 2007
Reporting inspector	Gill Broadbent

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	4–11
Gender of pupils	Mixed
Number on roll	
School	209
Appropriate authority	The governing body
Chair	Cllr John Hartshorne
Headteacher	Mrs S J Coker
Date of previous school inspection	5 November 2001
School address	Bewcastle Road Top Valley Nottingham Nottinghamshire NG5 9PJ
Telephone number	0115 9153760
Fax number	0115 9153761

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average size primary school serves an area of private and local authority housing. A Foundation Stage Unit for pupils aged 3 to 5 years is under construction and should be completed by September 2007. Children join the pre-school group on a part-time or full-time basis until they enter the Reception Class in the September before they are five years old. Their skills on entry vary significantly each year but are often below those expected nationally in communication, language and literacy. The majority of pupils are White British. Above average proportions of pupils come from dual backgrounds or other minority ethnic groups such as Irish, Indian or Chinese. The predominant group is dual African-Caribbean/White background. No pupils are at the early stages of learning to speak English as a second language. Above average proportions of pupils have learning difficulties or disabilities and three have a statement of special educational needs.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features that provides its pupils with a good start in life. This is appreciated by the vast majority of parents. Excellent partnerships with local organisations and national initiatives make an outstanding contribution to promoting pupils' well-being. It is the cornerstone of every aspect of the school's work. Highly effective teamwork is evident throughout the school because the strong leadership of the headteacher sets and communicates a clear direction for its work. Consequently, a stimulating, exciting environment is created in which pupils thrive and enjoy learning so that behaviour is excellent. Since the last inspection the school has made good improvements to the curriculum and the spiritual and cultural development of pupils. This demonstrates that it has a good capacity to improve further and provides good value for money.

Parents are right to praise staff for the superb way they have overcome the difficulties created by the building of the new Foundation Stage Unit. The hall has been transformed into a delightful area where children can continue their good quality education, without disruption, in a safe and secure environment. Children make good progress from their individual starting points and usually reach the levels expected for their age.

Teaching and learning are consistently good throughout the school with some that is excellent. Teachers plan thoroughly using their good understanding of pupils' needs. They work very well together with teaching assistants and ensure that pupils with learning difficulties or disabilities are able to make good progress. Similarly, those from minority ethnic backgrounds are integrated well into classroom activities and make good progress. This consistently good provision ensures that pupils make good progress, achieve well and usually reach above average standards by the end of Years 2 and 6. In Year 6 a good proportion of pupils reach standards that are above those expected for their age. But, throughout the school girls do better than boys in English and especially in writing. The school has taken effective action to successfully ensure that boys make at least good progress and are on track to reach higher standards and challenging targets.

Good quality care, guidance and support successfully help to develop pupils' personal skills well. Pupils' spiritual, moral, social and cultural development is good. Attendance is satisfactory and pupils arrive punctually to school. Pupils are well prepared for the world of work and their future economic well-being. They are encouraged and choose to adopt healthy lifestyles. In recognition of its work, the school holds a national healthy schools award. Pupils recognise that very good work has been undertaken to reduce incidents of bullying to a very low level. The promotion of racial equality is good, preparing pupils well for their future lives in a multicultural society.

Good leadership and management are found at all levels within the school because the headteacher develops the leadership skills of staff very successfully. Governors are experienced, well informed and fulfil all their responsibilities effectively, holding the school to account for the quality of its work. The headteacher enables staff, governors, parents and pupils to contribute to the school's self evaluation and improvement. The school knows accurately what it does well and what should be improved. They have a vast quantity of information about how well pupils are doing but this is not readily available to focus efficiently on improving the value added to pupils learning, to help raise good standards and progress to excellent achievement.

What the school should do to improve further

- Raise standards and achievement by increasing pupils' rate of progress towards challenging targets through more efficient, frequent checks on the value added to their learning from Reception to Year 6.

Achievement and standards

Grade: 2

Trends over time show that standards in national teacher assessments and tests are usually above average by Years 2 and 6 and pupils make good progress. However, there has been a slight downward trend in Key Stage 1. In 2006 standards dipped and were average. This represented good progress given the pupils below average starting points. Standards are currently good. In Key Stage 2 there is a slight upward trend in the value the school adds to pupils' achievement which is good. Pupils make good progress and reach above average standards in mathematics and science. Standards in English are not quite as good but are still above average. Boys do not do as well as they do nationally in English, especially in writing. This is a school priority and actions taken are resulting in higher standards, good achievement and greater enjoyment in learning in these areas for all pupils, but especially boys.

Personal development and well-being

Grade: 2

The school makes a good contribution to pupils' personal development. Pupils' social and emotional development is outstanding and prepares them well for their future lives and well-being. Pupils enjoy coming to school, where they work and play very well together. Pupils feel very safe and are confident that there is always somebody who is both willing and able to help them. Initiatives such as the provision of trained peer mediators have helped pupils understand how to take on personal responsibility and to help one another. This is just one of many examples of how pupils make a positive contribution to their school community. The work of the school council coordinates other contributions, both to the school and to wider local and world-wide communities. Through the development of good basic skills, and initiatives such as an annual business and enterprise day, the school makes a good contribution to pupils' future economic well being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Very effective teamwork between teachers and their assistants is a characteristic of work throughout the school and Foundation Stage. Teachers are skilled at asking questions that make pupils think. At its best, this questioning is persistent, requiring pupils to modify and develop both their ideas and their language as they explain their thinking. In many subjects, teachers provide a rich variety of activities including, for instance, role play in geography and investigative activity in science. But this very broad range of styles is not a regular feature of work in all subjects, such as mathematics. Classrooms are lively and bright, with many visual prompts intended to stimulate pupils' interest and support their learning. The day-to-day assessment of pupils' work is good. Evidence from this assessment, together with

effective marking of work, enables teachers to provide pupils with helpful comments on how well they are doing and to ensure that they make good progress.

Curriculum and other activities

Grade: 2

Curricular provision is good and has improved considerably since the previous inspection. In the Foundation Stage, children experience a rich variety of activities in a lively, attractive and stimulating environment. They benefit from the good outdoor learning space, which teachers use creatively and effectively. In Years 1 to 6 the balance of time given to subjects has improved greatly and is good. Teachers make strong links between subjects and this is a feature of work in all year groups. Pupils use modern technology very well to support their learning across the curriculum. Focus weeks, such as in art and history, provide particularly stimulating learning activities for pupils. A programme of personal, social and health education makes a good contribution to pupils' personal development, and is outstanding in enhancing pupils' emotional and social awareness. School productions show the significant improvement in provision for music and drama. Trips and visits, including a residential experience for older pupils, together with the many visitors who contribute to lessons, enrich class activities. Pupils participate enthusiastically in the wide range of extra-curricular activities available to them.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Parents are very confident that their children are safe and well cared for at school. Governors fulfill the latest statutory guidance for safeguarding children. Procedures for child protection are secure and regular training takes place. Health and safety procedures are effective and checks on possible risks to pupils' safety are carried out regularly. Steps taken by the school to improve attendance and punctuality are effective, but the continued unnecessary absence of a small number of pupils slows their learning. Procedures for reducing the incidence of bullying and for dealing with any incidents of racial intolerance have been very effective, leading to a harmonious school community. Arrangements for checking pupils' achievements are good. The school holds considerable data on pupils' attainment and progress and uses it well to identify any pupil who may be under-achieving. In these cases, necessary action is taken to help re-establish good progress. However, some analysis of performance is too broad, and hence not all pupils have a detailed and clear picture of what they are aiming for or need to do to improve their work.

Leadership and management

Grade: 2

Leadership and management are good. Accurate self evaluation is based on a wide range of evidence to which all subject leaders make a good contribution. They provide effective guidance and support to colleagues so that the curriculum is exciting and well balanced. Senior staff rigorously check the quality of teaching and learning which is linked effectively to performance management. The information is used to provide staff training, support and resources which ensures consistently good quality provision. Responses to questionnaires from parents and pupils also contribute to improvements such as the introduction and implementation of a racial equality policy. Senior staff work hard to check the success of their actions in order to raise standards and achievement by analysing teachers' assessments of pupils' learning. But they do

not have a single central record that easily identifies pupils' rate of progress from Reception to Year 6. Consequently, they cannot efficiently and frequently check the value they are adding to each pupil's learning as they move through the school.

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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?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	2
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	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

27 April 2007

Dear Pupils

Inspection of Warren Primary School, Nottingham, NG5 9PJ

Thank you for making us so welcome when we visited your school recently. You were very helpful, courteous and polite. This letter is to tell you what we found out about your school.

We found that your school is good and some things are excellent. Your parents and you know the school cares for you well. We found that the school has excellent relationships with lots of people who help them to put your well being first in all its work. You know how to keep yourselves healthy and safe and take part in the many activities on offer. Your behaviour is excellent and you play together happily. You work hard, really enjoy learning and do well to reach good standards. Teaching is good. The staff work very well together to make sure that you have lots of interesting activities to make learning fun. Teachers check how well you are doing. They found that boys weren't doing as well as they could in writing so they have used more interesting ways to teach this. Boys and girls told us that writing stories is great. Boys are now making good progress in writing and doing as well as girls. Since the last inspection the staff have increased the time you spend on other subjects. You have a really rich range of activities to help you learn, such as school productions and investigations. We were impressed by teachers' and children's use of technology in lessons.

We have asked the school to check how well you do, from when you start school to when you leave, so that they make sure you reach higher standards and make even better progress in the future.

The staff have been fantastic to make sure that your learning is not interrupted during the building of the new Foundation Unit. We hope that it is completed on time and then you can use the hall and enjoy assemblies as a whole school once more.

Yours sincerely

Mrs Gill Broadbent

(Lead inspector)