

Warren Park Primary School

Inspection report

Unique Reference Number	115991
Local Authority	Hampshire
Inspection number	312135
Inspection dates	5–6 December 2007
Reporting inspector	Christopher Grove

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	408
Appropriate authority	The governing body
Chair	Mr Nigel Brown
Headteacher	Mr Colin Harris
Date of previous school inspection	8 September 2003
School address	Sandleford Road Leigh Park Havant PO9 4LR
Telephone number	02392 475502
Fax number	02392 498399

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is situated in a large estate, serving a community that includes some areas of very high social and economic deprivation, and is much larger than average. The proportion of pupils eligible for free school meals is high. The percentage of pupils with learning difficulties and disabilities is also high. Almost all pupils are of White British heritage. Very few pupils speak English as an additional language. The school has been awarded the Basic Skills and Sports Active Marks, and has secured Investors in People and Healthy School status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Warren Park Primary is a good school with some outstanding features. Parents gratefully acknowledge its caring ethos. The long-standing headteacher provides strong direction, and offers charismatic and principled leadership. Consequently, he enjoys the confidence and wholehearted support of staff, governors and parents. The partnership with parents is outstanding. This is shown by responses to the Ofsted questionnaire, where without exception respondents agreed or strongly agreed with every statement. Parents attest to the dedication and approachability of all school staff. The partnership with outside agencies and other schools is also outstanding.

Pupils' personal development and well-being are good. Pupils show great enjoyment of school and excellent behaviour in lessons and around the school. Relationships with adults are excellent. Pupils say that the headteacher is very encouraging, and teachers are helpful and make lessons fun. One parent wrote, 'My children are very happy to go to school and enjoy it very much.' Pupils' outstanding sense of feeling safe is well reflected by the parent who described their peace of mind, knowing that their children were completely secure at school. Pupils exercise responsibility in the school, and older pupils enjoy helping younger pupils in the outdoor classroom. Pupils' spiritual, moral, social and cultural development is good.

Pupils' achievement is also good. On entry to the school, pupils' attainment is exceptionally low on average, especially in language and mathematics. Pupils make good progress in the Foundation Stage and Key Stage 1, so that their attainment improves, though standards remain well below average. Good overall progress continues from Year 3 to Year 6, so that by the end of Year 6 pupils' overall standards have improved to below average.

Teaching and learning are consistently good, and this makes an important contribution to pupils' good progress. Lessons are well planned to cater for all groups of pupils, and teaching assistants play an important role in helping lower-attaining pupils to participate. However, the marking of pupils' work is inconsistent, and does not always sufficiently indicate achievement or how to improve.

The curriculum is good and has many strengths which support pupils' personal development particularly well. The school also provides well for the development of pupils' skills in literacy and information and communication technology (ICT). However, provision for pupils' numeracy skills is less well developed, especially at Key Stage 2, and consequently pupils' progress slows. Pastoral care and support for pupils are excellent. Provision for vulnerable pupils is outstanding. The Nurture Team meets very well the needs of those who require help with social skills or emotional development. Improved assessment and tracking procedures have recently been established, but academic guidance for pupils is not yet fully developed. Individual targets set for pupils have not yet impacted sufficiently on their achievement.

Leadership and management, and governance, are good. The headteacher is well supported by an effective leadership team, and by middle managers, who share the strong commitment to inclusion and equal opportunity. The headteacher undertakes most of the checking of the quality of teaching. Subject managers also undertake some activities to raise standards, but do not have sufficient opportunities to improve the teaching of their subjects. Effective steps have been taken since the last inspection to implement improvements required, including raising standards in English. The school has a good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Children benefit from a well organised curriculum and good teaching. Staff understand well how young children learn. They provide a good balance between adult-led activities and opportunities for children to explore for themselves. Both indoor and outdoor areas provide stimulating settings to develop children's independence and cooperative play. On occasions, however, some children do not settle to activities for long enough, and staff do not always encourage further exploration. Although good progress is made, many children fall short of national expectations by the end of the Foundation Stage, because of their exceptionally low starting points. There are very close links with the pre-school provision on site, and the highly effective transition programme called 'Songs and Rhymes' fully involves parents and children. This allows children to get to know the school staff and setting, which fosters confidence and familiarity. Very good arrangements also ensure a smooth transition from the Foundation Stage to Year 1.

What the school should do to improve further

In order to raise standards further, particularly in reading and writing at Key Stage 1, and mathematics at Key Stage 2, the school should:

- improve the impact and range of the monitoring and evaluation activities by subject managers
- review the mathematics curriculum in order to provide more effectively for the development of pupils' knowledge and skills
- improve academic guidance by increasing the impact of target-setting arrangements for pupils and ensuring that marking indicates the next steps in their learning.

Achievement and standards

Grade: 2

Pupils' standards at the end of Year 2 in 2007 were well below average, particularly in reading and writing, as they have been in previous years. Girls' standards were higher than those of boys. Given the very low standards on entry, these pupils progressed well, especially in numeracy. In national tests at the end of Year 6, pupils' results in 2007 were below average and were lower than in the previous year. However, these pupils made good progress overall. Progress was best in English, which has been the case in most years, as a result of the school's strong focus on this subject. In mathematics, standards were lower, and progress less marked. In English and science, boys did not perform as well as girls in 2007, and the school had anticipated this because of the nature of the year group. The high proportion of pupils who have learning difficulties and disabilities make the same good progress as all other pupils, because of the good quality of support which the school gives them.

Personal development and well-being

Grade: 2

Pupils have a good knowledge of healthy lifestyles and enjoy physical education and extra-curricular sporting activities. Nutritious lunches and fruit snacks for younger children are provided by the school-run kitchen. There are many opportunities in assemblies and through the curriculum for pupils to develop their self-esteem, and to learn how to interact successfully with others. Pupils have good opportunities to reflect on their feelings, and on the consequences of their actions. These have a positive impact on their attitudes and behaviour. Pupils' positive

contribution to their local community, for example through involvement in the Havant Clean Schools Competition and visits to a home for older residents, is good. Their future economic well-being is well supported by the personal and social skills which they develop, but is also limited by their achievement in literacy and numeracy. Attendance levels are about average.

Quality of provision

Teaching and learning

Grade: 2

Teachers' high expectations and the good levels of challenge, and the brisk pace of learning that characterise their lessons, motivate pupils to do their best. Teachers often use questioning well to probe pupils' thinking in order to deepen their understanding. Teachers also make their lessons lively and interesting. For example, a Year 6 teacher set a good pace, used humour well and asked questions effectively of different groups, in order to help pupils to practise the six and seven times tables. Information and communication technology is often well used to involve pupils in lessons. Pupils behave impeccably, listen attentively, work hard and often show great enthusiasm. As one parent commented, 'My son has been taught well at this school from Reception to what is now his last year.' However, teachers' marking does not consistently inform pupils what they could do to make improvements to the quality of their work.

Curriculum and other activities

Grade: 2

Much good work has been done to encourage reading. For instance, the 'Letters and Sounds' programme, which has been introduced throughout the school, is helping to address gaps in pupils' learning. Teachers' efforts to increase pupils' confidence in learning mathematics by improving the curriculum is more recent, and has not yet had sufficient time to bear fruit. The exciting curriculum in the outdoor classroom provides outstanding opportunities for learning about conservation and the natural world. Good links are made between subjects and these help pupils to see the relevance of their work. The wide-ranging provision for pupils with learning difficulties and disabilities is good. These pupils experience individual tuition and teaching in small groups, as well as working with their peers in class. Pupils' enjoyment and achievement are enhanced by a broad range of visits and visitors, and by the good extra-curricular programme, which includes sports and physical activities. Portsmouth Football Club runs training, and the local secondary school provides for water polo and tennis. Through its extended services, Warren Park reaches out to parents through family and community provision.

Care, guidance and support

Grade: 2

Teachers and support staff know pupils well, and provide conscientiously for their welfare. Staff work effectively as a team to create the positive atmosphere which pervades the school. Pupils accordingly thrive in the secure, supportive environment. Parents are also offered support and guidance. One parent said, 'We feel involved and informed in all that the school does.' There is early identification of pupils with learning difficulties and disabilities, and good measures are taken to meet their needs. Clear procedures for health and safety and risk assessments are established. Policies and procedures to protect pupils are rigorous, are made clear to all staff and are carefully implemented. The school's academic guidance, in terms of the use of

target-setting for pupils and teachers' marking of pupils' work, is not yet playing its full part in raising standards.

Leadership and management

Grade: 2

The leadership has been consistently successful in ensuring that pupils achieve well. There is a good awareness of strengths and weaknesses in provision. The school has an accurate view of its performance, indicating good self-evaluation. Subject leaders check learning through scrutinising their pupils' work and analysing teachers' planning, but do not have sufficient opportunities to check the quality of teaching in their subjects. The school is highly inclusive. No pupils are excluded, and pupils excluded from other schools are willingly accepted. Realistic but challenging school targets are set in order to raise pupils' standards. Governors have a good understanding of their role. They act effectively as a 'critical friend' to the school, and also offer strong support.

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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
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	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
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	3

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

18 December 2007

Dear Pupils

Inspection of Warren Park Primary School, Havant, PO9 4LR

We would like to thank you, and your teachers, for your help during the inspection. We enjoyed seeing you at work in your classrooms and talking to you at playtimes and lunchtimes. We think Warren Park Primary is a good school and a happy place for pupils. Many of you told us that lessons are fun. One of you said that 'The headteacher is very encouraging.' Your comments sum up your school very well.

These are the things we most liked:

- you greatly enjoy school, and your behaviour indoors and outdoors is excellent
- you have excellent relationships with the teachers and other adults in your school. They take outstanding care of you, and this helps you to learn well
- you feel really safe at school
- your headteacher and the other school leaders are good at their jobs. They know what is good about your school and they want to make it even better
- you get good teaching, and the result is that most of you are making good progress
- all the different lessons you have are helping you to develop well
- there are lots of things that the school does, like the nurture groups and the outside classroom, which help many of you to get on better at school
- most of you are achieving well, especially in your speaking, reading and writing
- your mums and dads are extremely pleased with the school
- your school has excellent relationships with your parents, other schools and the people they ask to come in to help you

We have asked your school to help all of you to go on getting better at English and mathematics by:

- helping the teachers to check up more on teaching and learning in the subjects for which they are responsible
- in mathematics, looking again at all the things you have to learn so as to help you understand better what you are doing, and so get on better
- asking teachers to help you by giving you better chances to see how well you are achieving your targets, and telling you more often what you need to do next to improve.

We wish you all every success in the future. Thank you again.

Yours faithfully

Chris Grove

Lead inspector