

Warley Primary School

Inspection report

Unique Reference Number	115042
Local Authority	Essex
Inspection number	338498
Inspection dates	20–21 January 2010
Reporting inspector	George Logan

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 of pupils on the school roll	158
Appropriate authority	The governing body
Chair	John Austin
Headteacher	Janette Lincoln
Date of previous school inspection	5 October 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent around half their time looking at pupils' learning, visiting 14 lessons taught by six different staff. They also held meetings with the Chair of the Governing Body, staff and pupils. They observed the school's work, and looked at pupils' written work, records of their progress, lesson planning, playtime activities and the school's self-evaluation documents, including records of teaching and the main improvement plan. Inspection questionnaires were received from pupils, staff and from 81 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well pupils make progress through the school, particularly in the Early Years Foundation Stage and in Years 3 to 6
- the school's success in raising standards in mathematics and science
- the consistency and impact of the teaching and how well staff use assessment to plan work for pupils at the right level
- the effectiveness of school leaders, including senior leaders, middle managers and governors in promoting higher standards and improved progress by pupils.

Information about the school

This is a smaller-than-average primary school. The pupils are predominantly White British and almost all speak English as their first language. The proportion of pupils entitled to free school meals is slightly lower than in most schools. The proportion of pupils with special educational needs and/or disabilities is slightly above average. Of these, the majority have moderate learning difficulties or behavioural, emotional and social development issues. Most children join the Early Years Foundation Stage in the Reception class. Though fully staffed at present, the school experiences considerable difficulty in recruiting suitable teaching staff and instability in staffing, including staff absence, has affected several classes in recent terms. There is also a relatively high level of pupil mobility, particularly at the end of Year 2 and in Years 5 and 6. Although now finally resolved, the ingress of water following heavy rainfall during roof replacement works caused extensive damage to the premises and resources, and disruption to the school's work, in the summer of 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

In many respects, Warley Primary School has improved significantly in the last four years. Although it varies from year to year, attainment has risen. Parents recognise that the school is very committed to the well-being and personal development of its pupils. Consequently, pupils enjoy school very much, attend often and feel extremely safe. Pupils are gregarious, with outstanding social skills, have very good attitudes to learning, work diligently and behave well. They have a good understanding of healthy lifestyles, supported by their awareness of proper diet and access to frequent opportunities to exercise and stay fit.

Currently, older pupils make good progress because teaching provides most challenge in those years. However, this has not always been the case. Difficulties in appointing staff, staff absence and variations between cohorts mean that the impact of teaching, and consequently pupils' progress and attainment, vary considerably. Able pupils are not always challenged sufficiently. Some weaknesses in assessment and planning constrain the progress of Reception children. The pace of learning, though still satisfactory, picks up in Years 1 and 2 and standards at the end of Year 2 have risen steadily. The good curriculum enables pupils to build research and independent learning skills as well as securing sound basic skills in literacy and numeracy. The additional opportunities it offers enrich pupils' life experiences well and contribute to their good personal development.

Teachers use many aspects of assessment well to check learning and to plan lessons. The analysis of data is rigorous and teachers' marking of written work is extremely thorough, providing clear guidance as to how pupils could improve. However, while individual targets for improvement are in place, their use is inconsistent, thus restricting their impact on progress.

The headteacher provides effective leadership in the face of many challenges. Self-evaluation is realistic. Incisive action is taken to tackle weaknesses. The monitoring and improvement of teaching and learning ensure mostly good progress in the majority of lessons. The engagement with partner institutions, particularly the joint working with neighbouring special and secondary schools, is a strength. Given the underlying progress since the previous inspection and the determination and resourcefulness of the leadership team, the school has good capacity for improvement.

What does the school need to do to improve further?

- Ensure that children make more rapid progress in the Early Years Foundation Stage through:

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- more rigorous monitoring, recording and evaluation of their learning and progress
 - providing activities which are more consistently matched to the needs of individual children.
 - Ensure that individual learning targets are implemented more consistently and effectively in order to support more consistent progress.
 - Support able and higher attaining pupils more effectively so that they achieve consistently well across the school.
- About 40 per cent of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Across the school, pupils build satisfactorily on their previous learning and their attainment is broadly average by the end of Year 6. However, the pattern of both progress and attainment varies considerably from year to year, depending on the characteristics of the group and the deployment of teachers. Although Year 6 pupils did not make enough progress in 2009, the picture is much better this year. Progress across Years 3 to 6 is currently good, as a result of consistently challenging teaching. Progress in Years 1 and 2 is not so rapid at present and attainment at the end of Year 2 has varied from below average in 2008 to well above average in 2009. Taken overall, it is securely average. Across the school, progress is satisfactory for all groups of pupils, such as those entitled to free school meals and those with additional learning needs. The school constantly evaluates the impact of additional support to ensure that it remains effective. It accurately recognises that able pupils did not attain well at the end of Year 6 in 2009.

In lessons, pupils demonstrate a secure command of English and mathematics skills. In a very successful Year 6 mathematics lesson on multi-step problems, pupils responded very well to rigorous questioning, the brisk pace, strict time limits and challenging group tasks. This approach helped move learning on rapidly. Though a little passive, Year 3 and 4 pupils were challenged by the analysis of complex and compound sentences and showed a mature, thoughtful response in discussing texts. Pupils' topic books offer good examples of extended writing in history, geography and religious education. Pupils enjoy their successes in physical education and dance and there is evidence of sensitive and mature art work across the school.

The school's positive ethos leads to a strong sense of inclusiveness, commitment to the school community and consideration for others. Pupils feel valued as individuals and this significantly increases their enjoyment of their education and their sense of self-worth. The school council provides a good forum for pupils' views, supporting the development of good social and leadership skills. Pupils feel that they get really good guidance on how to keep themselves safe and that they are listened to. As a result, they have great confidence in the adults around them.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Staff work closely as a team, planning collaboratively and sharing good practice. Currently, teaching and progress are most effective in Years 3 to 6, where most lessons were good, with some outstanding practice. The profile is not so strong elsewhere, where pace and expectation are less consistent. Teachers effectively promote opportunities for pupils to work independently, to carry out research and make decisions. For example, virtually no worksheets are used in science. As a result, pupils develop good skills in organising and recording their work. Effective behaviour management strategies underpin a positive environment for learning. Teaching assistants are well deployed to support learners, particularly those with additional learning needs. Other than in the Early Years Foundation Stage, assessment is a strength. Some aspects, particularly oral feedback and the rigorous, developmental marking, strongly promote pupils' progress. Self-evaluation by pupils was evident in several lessons. However, while individual targets exist, they are not implemented consistently. Consequently, they make a restricted contribution to pupils' learning. The curriculum has strengths and drives rising standards in Years 3 to 6 at present. It is

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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strongly focused on embedding key skills in literacy and numeracy, with a current emphasis upon writing and spelling. Alongside discrete subject teaching, the school has developed a range of themes, based on core literary texts or aspects of history or geography. Supported by high-quality information and communication technology provision, these contribute well to the development of thinking and research skills. The Early Years Foundation Stage curriculum does not, however, challenge children so effectively and this constrains their progress. Small group interventions in Years 1 to 6 are precisely targeted on pupils' specific needs. Good provision for personal, social, health and citizenship education, the wide range of visits and visitors, school productions, residential visits and extensive extra-curricular provision all impact strongly on pupils' good personal development.

Staff have a very good awareness of children's needs and the school shows good commitment to pupils and families. It works well with outside agencies to support the health, social or behavioural needs of pupils whose circumstances make them vulnerable. The school has effective strategies to sustain good attendance.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders have a clear perception of the school's strengths and areas for development. They have a strong shared commitment to the continued improvement of the school and successfully communicate this ambition to the school community. A close engagement with its community and a resolute commitment to pupils' personal development underpin the school's work. Though variable, standards have, overall, risen since the last inspection, particularly in mathematics and science. However, a range of factors, largely outside the school's control, have had a major impact on outcomes. That said, effective systems are in place to ensure that the school runs smoothly. The headteacher has relentlessly tackled and resolved past underperformance in teaching. Though new, middle managers have accurately evaluated their subjects and are now well-placed to support colleagues.

The governing body is very supportive. Although not so well informed on pupils' performance, governors understand the school's strengths well and are closely involved in shaping its future direction. They ensure that statutory requirements are met, including the good procedures for safeguarding pupils. Roles and responsibilities in relation to safeguarding are clearly defined. Potential discrimination is tackled resolutely.

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Equality of opportunity is promoted satisfactorily through rigorous evaluation of the performance of all groups to ensure that provision meets their needs. The school promotes community cohesion satisfactorily. However, while there is good involvement with local issues and emerging global links, mainly with Ghana, pupils have fewer opportunities to engage with the diverse cultures typical of contemporary Britain.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Although there is some variation, children generally enter Reception with skills and knowledge that are slightly below the levels expected for their age, especially in language and mathematics. They settle quickly because of good induction arrangements and sensitive adult support. Children are well cared for and have good relationships with staff. They play together confidently, feel safe and secure, move freely between activities and, though excitable at times, mostly behave well. While attainment is around the expected level by the end of Reception, indicating satisfactory progress, some aspects of personal and social development and of mathematical development are not so strong. However, progress in the knowledge of sounds and letters and in writing is good, because of the systematic way in which they are taught. In other areas, teaching does not always provide sufficient pace or challenge for more able pupils and this constrains their progress. In some lessons, such as a physical education session involving beanbags, it is not always clear what children are expected to achieve. Children access the well-resourced outdoor learning opportunities frequently and these complement indoor learning well. Leadership and management are satisfactory in most respects. However, the observation and assessment of children's learning does not

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always track progress with sufficient rigour. This has an impact on planning and the pace at which children progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Of those parents and carers who responded to the questionnaire, most are very pleased with the school. One parent said 'The care my child receives in this very nurturing environment is remarkable. Children are valued here for themselves, not merely as a percentage.' Typically, parents and carers appreciate the easy access to staff, the motivating curriculum and the good care - particularly those with additional learning needs. Several parents and carers are very pleased with the new Breakfast and After-School clubs. Less affirmative comments included concerns around staff turnover and mixed year classes, pupils' behaviour, the support for able pupils and supervision of pupils at the end of the day. The inspection team considered all points carefully. The school is familiar with the issues raised and is committed to improving matters where possible. Behaviour seen during the inspection was never less than good - and was often outstanding. There are clear procedures, seen in operation, for the supervision of pupils as they leave school. Although provision is better at present, inconsistencies in teaching have affected the progress of able pupils. The inspection team shares parents' and carers' views that this is an area for improvement. Overall, the consensus suggests that this is a very caring school where pupils are well supported. Inspection findings mostly endorse parents' and carers' positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Warley Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 81 completed questionnaires by the end of the on-site inspection. In total, there are 154+ pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	64	25	31	4	5	0	0
The school keeps my child safe	51	63	28	35	2	2	0	0
The school informs me about my child's progress	32	40	45	56	2	2	0	0
My child is making enough progress at this school	33	41	43	53	5	6	0	0
The teaching is good at this school	41	51	37	46	1	1	0	0
The school helps me to support my child's learning	32	40	45	56	2	2	0	0
The school helps my child to have a healthy lifestyle	37	46	43	53	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	27	46	57	4	5	7	9
The school meets my child's particular needs	37	46	38	47	6	7	0	0
The school deals effectively with unacceptable behaviour	19	23	48	59	9	11	3	4
The school takes account of my suggestions and concerns	31	38	42	52	2	2	4	5
The school is led and managed effectively	28	35	46	57	3	4	1	1
Overall, I am happy with my child's experience at this school	45	56	30	37	3	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 January 2010

Dear Pupils

Inspection of Warley Primary School, Brentwood, Essex, CM14 5LF

Thank you for making us so welcome when we visited your school. We enjoyed meeting you and spending time in your lessons. We found that yours is a satisfactory school, and it has improved and has some important strengths.

Our main findings are as follows.

You behave well, are courteous and friendly, and work hard.

Standards are average in Year 6 and have risen overall in recent years. Other than the really able pupils, those of you who are older are making good progress.

Teachers work hard and generally support you well in your learning, although the pace could be a bit more challenging in Years 1 and 2.

While children in Reception make satisfactory progress overall, they make good progress in developing their knowledge of letters and sounds.

The school makes sure that you are cared for well.

You conduct yourselves extremely safely and have a good understanding of how important it is to eat healthily.

The curriculum is good. You go on a wide range of visits and are able to take part in lots of clubs which support your personal development well.

Those of you who find learning difficult get extra help, so that you can keep up.

Adults who lead the school deal effectively with issues which arise.

We are asking the school to make the following changes so that you do even better.

Make sure that teachers make better use of your individual targets in English and mathematics, so that you make the best possible progress.

Ensure that teachers carefully check children's progress in the Early Years Foundation Stage to make sure that they plan the right activities to help children progress at a faster rate.

Provide challenging work in all years for those pupils who find learning easy and need to make even better progress.

You can help by continuing to work hard and do your best. We hope that you will have

every success in the future.

Yours faithfully

George Logan

Lead inspector (on behalf of the inspection team)

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