

Warren Primary School

Inspection report

Unique Reference Number	122704
Local Authority	Nottingham City
Inspection number	340194
Inspection dates	11–12 January 2010
Reporting inspector	Terry Elston

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	The governing body
Chair	Jane Winfield
Headteacher	Dean Pomeroy
Date of previous school inspection	5 April 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent the majority of their time observing learning, and visited 13 lessons. They also held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school improvement plan, the tracking of pupils' progress, curriculum planning documents, examples of the ways the school promotes community cohesion, evidence of lesson observations and information from questionnaires completed by pupils, staff and 64 parents and carers.

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

- to what extent the teaching and curricular provision promote good progress in writing
- how well the school ensures that more able pupils attain the high standards of which they are capable
- the extent to which the school promotes pupils' awareness of the diversity of faiths and cultures in the wider world.

Information about the school

This is a school of average size with the majority of pupils coming from White British families. None of the pupils is at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is higher than average, particularly the number with autistic spectrum disorders. Around a third of pupils in Key Stage 2 transferred from other schools following the local authority's reorganisation of provision in the area. The school has recently gained the Healthy Schools and Activemark awards. The school runs a breakfast club each morning.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school held in high regard by parents and carers and the local community. Parents and carers rightly feel that the provision in the Early Years Foundation Stage gives their children an excellent start to school, and that they flourish in all aspects of their development. One parent's views were typical of many when talking about the 'lovely atmosphere with such happy children'. As pupils move through the school, the good teaching means that they achieve well, and standards by Year 6 are consistently above average. Particular highlights are in reading, because pupils develop a real love of books, and science, where they find experimental work really exciting. Writing has been a weakness for some time and, while standards are improving, they still lag behind those of other subjects because pupils do not always do their best writing in subjects other than English.

Pupils thoroughly enjoy school, and the vast majority attend regularly. They feel extremely safe because adults take such excellent care of them, and any form of racism or discrimination is rare. They enjoy taking responsibility for their community, and do it well. For example, the school council uses its budget sensibly to make improvements to the school, and is rightly proud of its success in helping to develop the outside play facilities. Pupils respond well to the many opportunities given to reflect deeply on issues, such as bullying, and how their actions affect others.

Pupils appreciate the way that their teachers make learning enjoyable and, as one put it, 'are really good at explaining things.' Teachers generally plan work at the right level for the wide range of abilities in the class, but sometimes the tasks for the more able pupils are not sufficiently demanding to make the most of their talents. Teaching assistants make an important contribution to pupils' learning as they work effectively with small groups and support individuals who need extra help.

The school has done much to improve the curriculum over the last year, and pupils speak highly of the topics and themed weeks that knit together a wide range of subjects. The good curriculum is enriched by a wide range of visits and visitors, and provides many opportunities for pupils to enhance their talents in art and design and music in clubs after school. However, the curricular planning does not always provide sufficient opportunities for pupils to write at length in subjects such as science and topic work, and this restricts their progress in writing.

The good leadership and management are keys to the school's success. The headteacher leads with high expectations of pupils and staff, and a strong commitment to raising standards. He has helped develop outstanding partnerships with parents and carers that have a very good impact on pupils' academic and personal development. He

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works closely with other leaders to provide equal opportunities for all pupils, whatever their background, and tackle any form of discrimination vigorously. The school manages its budget well, and provides good value for money. It has made good improvements since the last inspection, particularly in the tracking of pupils' progress and the information given to pupils on how to do even better. This, together with the accurate self-evaluation systems and effective action to rectify weaknesses, shows that it has a good capacity to improve further.

What does the school need to do to improve further?

- Raise standards in writing by:
 - ensuring that teachers convey the same high expectations of the quality of pupils' writing in all subjects;
 - building in more opportunities in the curricular planning for subjects such as science and topic work for pupils to write at length.
- Ensure that teachers set more able pupils sufficiently challenging tasks that will help them attain the high standards of which they are capable, particularly in English and mathematics.

Outcomes for individuals and groups of pupils

2

Data from national test results and the evidence of pupils' learning in lessons show that pupils make good progress. The pupils who have spent all of their time at this school achieve particularly well. In Key Stage 1, while standards are broadly average, those in writing are a little below those in reading and mathematics. Pupils enjoy reading, and many read for pleasure at home and school. Throughout Key Stage 2, pupils make good progress in reading, mathematics and science and their standards in the national tests in Year 6 have improved significantly over the last four years. Again, writing is the weaker subject and, while pupils have some good ideas for their writing, their work is sometimes careless when writing in subjects other than English.

Pupils with special educational needs and/or disabilities make good progress, including those with autistic spectrum disorders. They are supported well in class by teachers and skilled teaching assistants, and are delighted when they are able to answer questions in class discussions. In English and mathematics throughout the school, too few of the more able pupils attain the high standards of which they are capable, and the school is right to have the achievements of this group of pupils as a priority for improvement.

Pupils' good personal development makes an important contribution to their academic progress. Pupils have a well-developed sense of right and wrong and behave well. Any form of bullying is rare. Their exceptional awareness of how to live healthy lives is evident in the way they talk knowledgeably about the best foods to eat and how regular exercise strengthens the heart. Pupils' economic well-being is well provided for because of their good progress, strong sense of teamwork and enthusiastic involvement in mini-enterprises that raise funds for the school.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers manage pupils' behaviour well and make the most of their time in lessons. Teachers are very skilled at using interactive whiteboards to help pupils understand difficult concepts. In one lesson, for example, the teacher prepared pupils successfully for writing a script for a 'radio interview' about marauding dinosaurs by listing the main features of a successful interview on the whiteboard, and then showing a video to set the scene. Pupils were highly motivated and produced some stunning interviews. The teaching of reading and scientific skills is particularly good, as can be seen in the way pupils tackle new words confidently and organise experiments to test their predictions. The teaching of pupils with special educational needs and/or disabilities, including those with autistic spectrum disorders, is very effective and these pupils make good progress, both in their academic skills and in their personal and social development. In a minority of lessons, the work is not always sufficiently challenging for the more able pupils and they start to lose interest.

Teachers assess pupils' work rigorously and use the information well to identify those whose progress is too slow. Their marking is helpful, and shows pupils clearly what they

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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need to do to improve.

The curriculum planning that links subjects together makes learning interesting for pupils and helps them explore topics in some depth. For example, the 'Where in the world?' theme had pupils conducting research into the lifestyles of people from different cultures, and they produced some excellent work that got to the heart of life in countries such as Japan and South Africa. The well-planned personal, social and health education provision ensures that pupils gain a thorough awareness of health and safety issues and the importance of regular exercise. The effectiveness of this provision in teaching pupils how to take good care of their bodies has been recognised by the Activemark and Healthy Schools awards.

Parents and carers are unanimous that the school cares for their children exceptionally well. They value highly the excellent breakfast club that provides their children with such a safe and stimulating start to the day. Pupils whose circumstances make them vulnerable benefit from sensitive support and flourish as a result. There are rigorous systems to encourage good attendance that have reduced absences significantly in the last two years. The systems for rewarding pupils for their good behaviour and achievement are very effective because pupils understand them well and believe they are applied fairly. Pupils who join the school from other schools benefit from very good support. This is based on accurate assessments of their previous attainment and effective measures to help them settle quickly into their new class.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has helped create a team of staff committed to providing a safe and happy school where pupils achieve well. In his drive to improve the school, the headteacher works closely with other leaders who share his high expectations. This team has developed outstanding partnerships with parents and carers who feel extremely welcome in school and are very well informed about their children's progress. The leaders analyse patterns of pupils' performance rigorously, and their actions to rectify weaknesses are mostly effective. This can be seen in the way they have raised standards in mathematics by additional staff training and reorganised the curriculum to make learning more enjoyable. Strategies to raise standards in writing are starting to improve pupils' work but there is still some way to go.

The leaders observe teachers' work regularly and give them clear targets to improve

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their teaching. This has enabled them to make good improvements to the provision and evaluate accurately the success of their initiatives.

The leadership benefits from effective partnerships with other schools and local organisations that help to raise standards and promote community cohesion. These links provide joint funding for activities such as drama, music and sport and enable all schools in the area to employ the very effective family support workers.

The governors challenge and support the school well, and have a good understanding of its strengths and weaknesses. They help to ensure equal opportunities for all pupils and monitor the progress of different groups rigorously. Governors work closely with the leaders to ensure that safeguarding systems are robust. The provision for community cohesion is good. The leaders provide good opportunities for pupils to experience the diversity of faiths, cultures and social backgrounds in the local area, the United Kingdom and across the world.

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	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Comprehensive induction procedures, fruitful partnerships with parents and carers and excellent attention to children's welfare mean that they settle quickly to school routines, feel very safe and are ready to learn. Inspirational teaching, with a strong emphasis on developing children's language, writing, numeracy and social skills, ensures that children make rapid progress. This is particularly the case in their language and number skills, which are typically weak when they enter school. The classrooms are full of exciting resources to support children's different areas of learning. They choose happily from the

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range of activities on offer, enjoying writing on the interactive whiteboards, making fierce dinosaurs with different materials and taking orders in the Chinese restaurant role-play area. Staff observe children's learning and development carefully, and make detailed written and photographic assessments of their achievements on which to base further work.

While some children lack confidence, the sensitive encouragement and guidance they receive helps them to become happy and independent learners. They behave extremely well and soon learn how to play with and help each other. The outstanding leadership and management shows in the way staff work so well as a team and have a shared understanding of how the provision can be improved. For example, they have identified the need to enhance the outdoor area to make the most of children's unbounded enthusiasm.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents' and carers' views are extremely positive, and they feel that the school gives children a good start to their education. They are particularly appreciative of the way all staff know, and care for, their children so well. They value the good teaching, and the excellent quality of communication between home and school. They appreciate the strong leadership and management and the way the school keeps improving. Parents' and carers' views reflect the inspection findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Warren 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 224 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	67	16	25	5	8	0	0
The school keeps my child safe	46	72	18	28	0	0	0	0
The school informs me about my child's progress	40	63	23	36	0	0	0	0
My child is making enough progress at this school	42	66	20	31	0	0	0	0
The teaching is good at this school	41	64	22	34	0	0	0	0
The school helps me to support my child's learning	36	56	26	41	0	0	0	0
The school helps my child to have a healthy lifestyle	36	56	28	44	0	0	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)	33	52	25	39	1	2	0	0
The school meets my child's particular needs	40	63	23	36	0	0	0	0
The school deals effectively with unacceptable behaviour	36	56	25	39	1	2	0	0
The school takes account of my suggestions and concerns	31	48	30	47	1	2	0	0
The school is led and managed effectively	35	55	29	45	0	0	0	0
Overall, I am happy with my child's experience at this school	41	64	23	36	0	0	0	0

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.



13 January 2010

Dear Pupils

Inspection of Warren Primary School, Nottingham, NG5 9PJ

Thank you for making the inspectors so welcome when we visited your school. We really enjoyed seeing you work hard in lessons and get on so well with each other. One highlight for us was your brilliant singing in assemblies. Warren Primary really has got talent! You think yours is a good school, and you are right.

What we found out about your school:

You concentrate well in lessons and make good progress.

The youngest children get an excellent start to school.

You behave well and make good friends.

You know a lot about how to live healthy lives and stay safe.

You think a lot about people in the world who are not as fortunate as you.

Your leaders help the school to keep improving.

The activities provided for you are interesting, and you enjoy the many clubs at lunchtime and after school that teach you important skills in things like music and sport.

Your teachers make learning enjoyable and help you when you find things difficult.

All staff at the school do everything they can to keep you safe.

To make your school even better, we have asked your teachers to:

- help you to make better progress in your writing and you can help by always doing your best writing in all subjects, not just in literacy lessons
- make sure that those of you who find learning easy are given work that helps them make the best possible progress.

Good luck for the future and make sure you come to school every day.

Yours sincerely

Terry Elston

Lead inspector

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