

# Warren Primary School

## Inspection report

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Unique Reference Number	131226
Local Authority	Thurrock
Inspection number	341113
Inspection dates	15-16 September 2009
Reporting inspector	Mary Summers

This inspection of the school was carried out under section 5 of the Education Act 2005.

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Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	438
Appropriate authority	The governing body
Chair	Andrew Pollins
Headteacher	Lynda Pritchard
Date of previous school inspection	22 April 2009
School address	Gilbert Road Chafford Hundred Grays RM16 6NB
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons, and held meetings with governors, staff and pupils. They observed the school's work, and looked at 66 parental questionnaires as well as a range of school policies and curriculum plans.

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

- the achievement of more able children
- boys' achievement
- progress in English, particularly writing
- safeguarding procedures
- how well the school provides for pupils with hearing impairment

## Information about the school

This large school is popular and oversubscribed. It caters mainly for pupils within the local area although a growing number travel from further afield. Most pupils come from White British backgrounds and currently, just over 10% are from Black African families. Other ethnicities are present in smaller numbers. The school has won a number of awards in recent years including Healthy Schools and the Activemark.

The school houses Thurrock's resource base for the hearing impaired which caters for thirteen pupils with statements of special educational needs from across the authority. They attend most of their lessons in mainstream classes. Specialist teachers lead targeted groups and work for individuals and are on hand to offer advice and support when necessary. A variety of communication methods are used according to each pupil's needs, including British Sign Language and sign supported English. In addition, the school caters for a significant number of other pupils with statements of special educational needs or who are on the higher stages of the special needs register, who have a variety of needs including physical, communication or behavioural difficulties. The proportion of pupils with statements of special educational needs is therefore higher than in most primary schools.

Children are admitted to the Early Years Foundation Stage Nursery following their third birthday and transfer to Reception in the September following their fourth birthday. This year, in response to a request from the local authority, an additional 30 will be admitted to Reception to meet an unusually large demand for places in the local area. At the time of the inspection, children in the Early Years Foundation Stage had not yet started the new term.

The Warren Weavers, which is managed by the governing body, provides childcare before and after school, and during school holidays.

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

Warren Primary provides a good education for its pupils. Pupils speak highly of their school and appreciate the help they receive from all the adults. 'The school helps me to be confident and reach my goals,' wrote one pupil, going on to describe the 'fun events' which are organised to make learning enjoyable.

Excellent levels of care, support and guidance, along with good teaching and a lively curriculum, result in pupils leaving the school well prepared for the future. Children start in the Early Years Foundation Stage at levels that are below those expected for their age. They make good progress and standards are above average by the end of Year 6. More able pupils make good progress in Years 5 and 6 and satisfactory progress in Years 1 to 4. They are often hindered by the lack of challenging, open-ended activities to enable them to extend their thinking skills and develop as independent learners.

Pupils with special educational needs and disabilities, including those with a hearing impairment, make outstanding progress, because of the excellent support they receive from adults; this helps them take a full part in lessons and in school life. The school has developed extremely productive links with parents and other agencies which contribute greatly to these pupils' excellent achievement.

The school's efforts to gain the Healthy Schools and Activemark awards have meant that pupils develop an excellent knowledge of how to keep healthy. They display good behaviour and are respectful of one another's different cultural backgrounds, although their knowledge and understanding of these are limited. The school has already begun to improve this by developing links with different groups within its immediate community. Links with the wider United Kingdom and overseas communities are not strong enough to help pupils appreciate what life is like for people in places outside their own experience.

Senior leaders work together effectively to ensure that systems and expectations are well known to staff and pupils. The school, therefore, operates smoothly, even when senior staff are involved in activities off-site, for example, supporting improvements in other schools in the local authority. They, and the governors, monitor school performance carefully so they are able to quickly pinpoint where improvements are necessary. The areas for improvement identified in this report for example, have already been identified and form the major thrust in the improvement plan this year. The school's track record in maintaining above average standards, its success over

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the past year in improving boys' achievement and the good levels of teamwork in the school show a good capacity to continue to improve.

### What does the school need to do to improve further?

- Raise the achievement of more able pupils by ensuring that all lessons build upon their existing knowledge, skills and understanding and include a good range of open-ended activities to extend their thinking skills and independent learning.
- Strengthen community cohesion by forging links with the wider United Kingdom community and overseas to ensure that pupils gain a fuller understanding of communities and cultures beyond their own.

### Outcomes for individuals and groups of pupils

2

Pupils achieve well and the vast majority enjoy their education. Most children reach the goals expected of them by the end of the Early Years Foundation Stage. Pupils make satisfactory progress in Years 1 and 2 and reach broadly average standards by the time they transfer to Year 3. Progress speeds up as pupils move through Key Stage 2. It is especially good in older classes, especially in Years 5 and 6 where pupils learn quickly because they are keen to be involved in the stimulating range of activities provided. More able pupils are challenged by the work and consider their tasks carefully, often testing out their thinking on one another. This has been a focus for the school's work over the last year and the impact has been seen in higher proportions of pupils reaching Level 5 in national tests this year because of more challenging teaching in Years 5 and 6.

Boys have shown underachievement in the past but are making better progress now because they are more actively involved in their learning. Results in the Year 6 national tests showed improved achievement this year. Achievement in writing has been weaker than in reading but the school has focused well on this, introducing a range of teaching methods which are beginning to make a difference.

Pupils with special educational needs and disabilities make excellent progress throughout the school. Most meet, and a high proportion exceed, expected progress in reading, writing and mathematics each year. Nearly all achieved Level 4 in the 2008 and 2009 national tests in Year 6 and a significant proportion reached Level 5. Pupils currently in Year 6 look likely to gain similar results this year. Pupils from different ethnic backgrounds progress at a similar rate to that of their peers.

Attendance is good, demonstrating pupils' enthusiasm and commitment to learning. They enjoy all the experiences the school offers, especially the many activities outside school, all of which are oversubscribed. A good emphasis on sport helps pupils to understand the importance of rules and the value of working together in teams. They have an excellent understanding of personal safety, including when using the internet. They readily accept responsibility as school councillors, peer

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mentors and play leaders. They take an active role within the community, performing in local festivals and mounting art exhibitions for parents, carers and friends. Spiritual, moral and social development are good and cultural development satisfactory.

*These are the grades for pupils' outcomes*

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment <sup>1</sup>	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	1
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 <sup>1</sup>	2
The extent of pupils' spiritual, moral, social and cultural development	2

## How effective is the provision?

Teachers have strong subject knowledge which enables them to explain complex concepts to pupils in a clear and interesting way. In a Year 4 mathematics lesson for example, the teacher explained, using an interactive whiteboard, how to multiply and divide decimal fractions by ten and 100. Her confidence in mathematics enabled her to ask pupils very searching questions which deepened their understanding.

Teachers always ensure that pupils with special educational needs and disabilities are fully included in lessons. They make sure that tasks are clear and that pupils know exactly what they have to do to succeed. Excellent relationships between staff and parents mean that all are working together to support the children. Regular diaries and meetings ensure that all are kept up to date and that targets and expectations are clearly understood. Special sound systems in classrooms are effective in helping pupils with hearing impairment to hear instructions and explanations. A science lesson for example, saw one pupil quickly following the teacher's instructions and working enthusiastically with classmates to discuss their ideas about gravity. Despite the pupil's significant difficulties, with sensitive encouragement from the teaching assistant, pupils helped each other clarify their ideas and drew useful diagrams to

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<sup>1</sup> 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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help them remember specific facts. Teaching assistants play a crucial part in helping these pupils access the full curriculum. They are extremely well trained and knowledgeable about individual pupils' needs and form an important link in the liaison with parents and specialist teachers.

Activities planned for more able pupils often lack sufficient challenge. In all but a few classes, these pupils are not encouraged to think for themselves, solve open-ended problems and become independent learners.

A well-planned curriculum makes learning enjoyable for pupils. Themed weeks give pupils exciting opportunities to learn in different ways. 'Alien Mystery Week' for example, stimulated pupils to read a wide range of books and write imaginatively. Initiatives such as 'Bike it' and 'Grab a Bag' encourage pupils to adopt healthy lifestyles. Visits, for example to the Houses of Parliament and Marsh Farm, help pupils make sense of their learning as well as develop good personal skills.

Pupils are very safe and well cared for in school. There are very effective systems to track and encourage regular attendance. Consequently, attendance is above and sometimes well above average. Those who miss school for unavoidable reasons receive one-to-one support to help them catch up. The school welcomes pupils who have been excluded from other schools. These pupils receive carefully organised support to help them settle in and learn the 'Warren Way'.

Parents speak highly of the way in which pupils are prepared to move into their next class or indeed to move to different phases of education. Excellent links with local secondary and special schools ensure that pupils have a comprehensive knowledge of their new schools. Pupils' progress is tracked closely. Teachers set clear targets for pupils to achieve and these are communicated well to parents so that all share in the challenge. Pupils are grateful for the helpful comments that teachers write in their books, which help them to improve their work. 'This is what you must do to achieve a Level 5,' explained a Year 6 teacher during a writing lesson, providing clear targets and advice which pupils keenly followed.

The 'Warren Weavers' childcare setting provides outstanding levels of care for children before and after school and during holidays. Healthy breakfasts are served in a pleasant and informal atmosphere and activities are interesting and fun. There is a high demand for places, with children from another local school also benefiting from the provision.

*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

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The effectiveness of care, guidance and support	1
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## How effective are leadership and management?

School leaders are successful in reviewing performance, identifying weaknesses and determining the way forward. Through their good relationships with staff and sensitive attention to their needs, they succeed in gaining their respect and support. Lines of accountability are clear and leaders set challenging yet achievable goals for pupils and staff. Governors play a key role in this, gaining a good picture of the school's work through a well organised system of visits, meetings and reports from staff as well as regular feedback from parents, carers, staff and pupils. They bring useful skills to support the school's work in, for example, safeguarding procedures which are robust and meet current government requirements.

The school is rigorous in its efforts to promote equality and to tackle discrimination. There is a high priority on ensuring that pupils with special educational needs and disabilities receive equal access to learning. The school has already identified that more able pupils are not making as much progress as they should. Professional development for teachers has had a positive impact in Years 5 and 6 but is yet to show a positive effect in other classes. Secure systems are in place to address racist incidents, although they are extremely rare.

The school has developed excellent partnerships with local schools and support agencies. Senior staff take a leading role in supporting other local schools and helping teachers across the authority develop their practice. Warren staff benefit from the knowledge and skills of specialist teachers and other professionals who visit to advise on provision for specific pupils. Excellent transition arrangements with secondary schools mean that pupils move seamlessly to the next stage of their education.

Governors are well aware of the school's performance, taking an active role in monitoring standards and teaching. They have been instrumental in ensuring that meeting the needs of more able pupils is at the forefront of the school's work this year, and also that actions to improve community cohesion continue at a rapid pace.

### *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	2
The effectiveness of partnerships in promoting learning and well-being	1

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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	3
The effectiveness with which the school deploys resources to achieve value for money	2

## Early Years Foundation Stage

Children enter the early Years Foundation Stage at levels that are generally below those expected for their age. Well-organised induction procedures mean that parents and children develop high levels of trust in staff and the school. Consequently, children settle in quickly and enjoy all the experiences offered. They make good progress and, by the end of Reception, most have reached the goals expected of them nationally. School records show that they soon become independent, registering their attendance each morning and making choices about activities. They play happily together, learning to share equipment and take turns.

Significant changes in the school's Early Years Foundation Stage have occurred recently, with the premises being adapted to create one learning area to accommodate all children. A new leader is in place and has been working closely with staff to plan a good balance of adult-led and child initiated activities within the new indoor and outdoor areas. Staff are trying to develop more secure links with parents to provide them with ideas about how to help their children at home.

### *These are the grades for the Early Years Foundation Stage*

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents are supportive of most aspects of the school's work. They particularly appreciate the high priority placed upon ensuring their children's safety and how the school prepares their children for the next stage of their education. Nearly all think that the school is well led and managed and are happy with their children's experience at Warren Primary. Inspectors endorse parents' positive views.

A minority of parents expressed concern about how the school deals with unacceptable behaviour and how the school takes account of their suggestions and



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concerns. Inspectors disagree with their views. There are clear and appropriate procedures for dealing with unacceptable behaviour and pupils and staff are well aware of them. Such instances are relatively rare and pupils said that they were dealt with efficiently. The school issues annual questionnaires to pupils and parents to seek their views and there are many instances where parents have influenced changes to systems and practice. Staff are readily available to answer any concerns.

## 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 12 statements about the school.

The inspection team received 66 completed questionnaires by the end of the on-site inspection. In total, there are 438 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	56	27	41	2	3	0	0
The school keeps my child safe	33	50	31	47	1	2	0	0
The school informs me about my child's progress	20	30	41	62	4	6	0	0
My child is making enough progress at this school	21	32	40	61	4	6	0	0
The teaching is good at this school	28	42	35	53	2	3	1	2
The school helps me to support my child's learning	27	41	34	52	4	6	0	0
The school helps my child to have a healthy lifestyle	30	45	32	48	2	3	1	2
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)	28	42	33	50	1	2	0	0
The school meets my child's particular needs	22	33	37	56	4	6	1	2
The school deals effectively with unacceptable behaviour	17	26	32	48	7	11	5	8
The school takes account of my suggestions and concerns	18	27	34	52	7	11	3	5
The school is led and managed effectively	35	53	28	42	1	2	1	2
Overall, I am happy with my child's experience at this school	33	50	31	47	0	0	1	2

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 all 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.



17 September 2009

Dear Pupils

Inspection of Warren Primary School, Grays RM16 6NB

Thank you so much for welcoming me to your school recently. Thank you especially to those pupils who met with inspectors to give them their ideas and opinions about the school. Your views, along with everything else that we saw in lessons and around the school helped us to form a clear view about how well your school works.

You go to a good school. It is good because:

- the teaching is good and this helps you to make good progress and achieve well
- pupils with special learning needs or disabilities do extremely well because all of the staff pay careful attention to helping them take a full part in lessons
- adults care for you extremely well and give you support when you need it
- your behaviour is good and you respect each other's ideas and opinions
- you are growing into responsible young people who know how to keep healthy and safe
- the adults in charge are doing a good job of running the school.

There are a couple of things about the school that could be even better. The work is often a bit too easy for some of you and we have asked the teachers to make sure that activities are set at the right levels to ensure you make even faster progress. We have also asked them to develop links with communities further away, in the United Kingdom and in other countries to help you understand what life is like for people in other cultures and communities.

You can play your part in these improvements by continuing to work hard, behave well and express your views and ideas about the school to your teachers and other adults in charge.

Yours faithfully  
Mary Summers  
Lead inspector

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