

Warren Park Primary School

Inspection report

Unique Reference Number	115991
Local Authority	Hampshire
Inspection number	357859
Inspection dates	18–19 October 2010
Reporting inspector	Andrew Saunders

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	411
Appropriate authority	The governing body
Chair	Helen Fisk
Headteacher	Colin Harris
Date of previous school inspection	5–6 December 2007
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Introduction

This inspection was carried out by four additional inspectors. Inspectors observed 20 lessons taught by 16 teachers. They held meetings with senior leaders, groups of pupils, staff and governors, and spoke to parents and carers informally. They looked at pupils' work, the school's tracking of pupils' progress, school policies and procedures, school leaders' monitoring of teaching and learning, the school development plan, minutes from meetings and the questionnaires received from 107 parents and carers, as well as responses from staff and pupils.

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

- Whether standards are sufficiently high at Key Stage 1, the progress pupils generally make and if boys and girls make similar progress.
- The attitudes of pupils towards learning, if they know what they need to do to improve, and whether they are sufficiently challenged.
- The effectiveness of the Early Years Foundation Stage, considering recent changes and developments in this part of the school.
- The effectiveness of the new leadership structure in bringing about further improvements.

Information about the school

Warren Park school is located in an urban area on the outskirts of Portsmouth and is larger than average. The proportion of girls is higher than average. The proportion of pupils known to be eligible for free school meals is well above average. Almost all pupils are from a White British heritage and very few pupils speak English as an additional language. The number of pupils with special educational needs and/or disabilities is well above average, although the proportion of pupils with a statement of special educational needs is below average. The majority of these pupils are those with moderate learning difficulties and a minority have speech, language and communication needs. A very few have severe learning difficulties or physical impairment, or autistic spectrum disorder. The school has been recognised for its work in promoting environmental awareness, winning the Campaign to Protect Rural England Eco-Classroom of the Year. The school has also achieved the Basic Skills award four times and many other awards. The school includes a breakfast club and after-school club, which are run by the school and were part of this inspection. The Early Years Foundation Stage comprises two Reception classes. There is a Children's Centre on the school site, which is run separately to the school. This was subject to a separate inspection.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. The inspirational leadership of the headteacher has promoted the crusade to raise standards and provide the best possible personal development and learning opportunities for its pupils. The ambition of the headteacher and his senior leadership team is exceptionally well focused and any concerns are quickly identified. Innovative solutions to remedy weaknesses are pinpointed to suit the needs of particular pupils. Consequently, the capacity to improve further is outstanding. Staff share the exciting vision for the school and care a great deal about the pupils' well-being in all aspects of their lives. The curriculum is particularly exciting and provides pupils with memorable opportunities to extend their learning. For example, the highly effective eco-classroom gives all pupils regular opportunities to learn outdoors about their environment. Pupils make increasingly good progress in English and mathematics because, alongside good teaching, the curriculum has been carefully developed to ensure the most important skills are used in a wide range of realistic contexts. As a result, the school has been asked to help to lead further development within the local authority. Many pupils are helped to overcome significant issues and difficulties in their lives, and these particular pupils often make very good progress. By the end of Year 6, pupils reach average levels in their English and mathematical attainment. Pupils, aided by good levels of equipment, develop good levels of information and communication technology skills. Many start from very low levels of skill and knowledge when they join the school, but nearly all make good progress and achieve well.

The school goes beyond national safeguarding requirements to provide the safest possible environment for the pupils. As a result, the pupils, parents and carers were unanimous that they feel exceptionally safe. The school is highly regarded within the community. The pupils are exceptionally well informed about staying healthy and actively choose to improve their healthy lifestyles. The school's own kitchen provides enticing meals which are very popular. Pupils make an impressive contribution to their community, and their exemplary behaviour in school helps to ensure that learning is effective. They said that if someone is having 'a tricky time', they help each other to overcome it. However, they are not as well informed about the beliefs and lifestyles of those from cultures or heritages different to their own, as they have limited opportunities to interact with these pupils. Those pupils with behavioural issues are particularly well supported so that they do not disrupt the learning of others and often make excellent progress themselves. Many pupils said how much they enjoy being at school and parents and carers reinforced this view. One parent echoed the views of many when they said, 'Warren Park is a brilliant school. Both my

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children love it and I feel safe in the knowledge that if I have any concerns the school will listen and help.'

In a typically effective partnership, the breakfast club is sponsored by a local bakery, and is free to pupils. Not surprisingly, it is very popular because many staff and pupils enjoy the camaraderie and chat over a healthy breakfast. For these pupils, it provides a positive start to the day. The after-school club is similarly popular and gives pupils opportunities to relax and to get support with their homework or projects.

What does the school need to do to improve further?

- Improve pupils' understanding of the beliefs and lifestyles of others by:
 - increasing the opportunities for them to interact personally with pupils from a range of other cultures
 - evaluating the impact of the school's work towards community cohesion.

Outcomes for individuals and groups of pupils

1

Pupils thoroughly enjoy learning because the activities they do are realistic and interesting. Attendance has increased and is now above average. Pupils participate in lessons enthusiastically and develop considerable independence as learners, for example through giving each other verbal comments on their work. As a result, they make good progress in lessons. For example, the visit of an author provided a wonderful stimulus for pupils to write for a purpose in Years 3 and 4, with a competitive element. Enthused by the activity, many pupils took the initiative to do their own work at home and develop their skills further. In recent years, pupils' rate of progress has increased through Key Stage 1 and, while the attainment of these pupils remains below average, it has improved. From their very low starting points, this represents good progress. During Key Stage 2, good progress continues and teacher assessments in 2010 show that pupils reached standards which were average by the end of Year 6. Girls and boys perform similarly, although there has been variation in some groups over time. Pupils who have any special educational needs and/or disabilities are very quickly identified and well-structured, thoughtful support is put in place so that these pupils also make good, and sometimes outstanding, progress. This includes those who are particularly gifted or talented, who benefit from a range of opportunities to undertake work which stretches and engages them.

Although some pupils have considerable behavioural, emotional and social difficulties, any concerns are picked up very quickly and there is highly effective support available, through the school's well-being team. The pupils' best interests are very much at the centre of this and these pupils develop into confident, well-rounded pupils. Behaviour is excellent; pupils get along with each other very amicably and often resolve issues themselves, with great maturity. When they need adult support, they know it is readily available. The emphasis on the well-being of pupils means

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that they feel exceptionally safe and are able to make excellent choices towards leading healthy lives. For example, the school has responded to concerns over dental health and all pupils are taught to brush their teeth after lunch. The school has worked with other partners to organise a highly successful 'Cook and Eat' club for families, and pupils have used this experience, along with recipes provided by the school's own kitchen, to cook at home. As a result, some families have gone on to do further courses. Further examples like this mean that the pupils' contribution to their community is highly impressive. Pupils have been instrumental in bringing about significant improvements in the wider community, including identifying dangers and helping to bring about significant changes, such as traffic calming measures and fire hazards.

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	3
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	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have good subject knowledge and make good use of accurate assessment of how well pupils are doing to plan appropriate, challenging work. Best practice is increasingly shared and new phase leaders are confident in their roles. In the best lessons, teachers adapt the task during the lesson, as they assess how quickly pupils understand the concepts. However, teaching falls just short of being outstanding as this is not consistent in all lessons. Middle leaders have been particularly effective in developing the exciting curriculum which ensures that basic skills are developed and practised in a wide range of contexts. The curriculum is based around the areas of communication, enterprise, culture and well-being. The school combines these into what it call 'nets' rather than topics allowing staff to respond and plan more flexibly

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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to the needs of pupils and their interests. The exceptional provision of computers ensures information and communication technology tools are available whenever they are needed. For example, older pupils benefit from computer netbooks on their desks and their technology skills are impressive. Other resources have been meticulously investigated and then introduced, such as the online resources which have had a remarkably positive impact on pupils’ learning in mathematics, and raised standards. Pupils also spend half a day each week in the eco-classroom where they develop their skills while understanding and improving their environment. Personal, social and emotional development underpins all other work, in line with the school’s view that these aspects are essential to bring about success in other subjects. The wide range of trips and visitors enables pupils to discover new opportunities they would not otherwise have been aware of. The pupils’ work and links with local universities mean that many now speak about their high aspirations. The care, guidance and support given to pupils are exceptional. Those pupils who face difficulties are looked after in a particularly sensitive way, so that they are helped to thrive.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher is very highly regarded by the pupils, the parents and carers, the staff and the community. Together with the strong leadership team he has brought together, he has ensured there has been a relentless pursuit of improvement since the last inspection. The ambitious vision for the school is carefully considered, strategically planned and energetically implemented. The systems to track pupils’ performance are well established. Staff use this information effectively to modify approaches with the aim of ensuring all pupils do the best they can. The school ensures that everyone has equal opportunities and that any discrimination is tackled effectively. Parents and carers regularly receive helpful information about how well their children are doing and they appreciate this greatly. Safeguarding routines are robust: many of the procedures go beyond merely being a duty and are exemplary. The governing body is well informed and fulfils its statutory duties; governance is good. The governors provide helpful levels of challenge to the school, alongside their practical support. They have been a significant factor in developing positive links within the local community. At the local level, the school’s contribution towards community cohesion is exceptional. However, much less has been done to develop links beyond this, nationally and globally. As a result, pupils’ understanding of the beliefs and lifestyles of others, particularly within a multicultural United Kingdom, is

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not well developed. The school, realising this is an area to develop, is planning an audit to assess the impact of its work. The school is highly proactive in seeking out and developing innovative links with a wide range of partners who can contribute to the well-being of the pupils in different ways.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Historically, children have joined the school with skills and knowledge which are typically well below those of children their age, particularly in communication, language and literacy. While in the Reception classes, children get a good start to their learning and quickly settle into the routines and activities available. Children are exceptionally well behaved and keen to learn, and they are given good opportunities to develop confidence and independence. For example, children enjoyed using a wide range of opportunities to demonstrate and rehearse the links between sounds and letters in playing the role of teacher. The staff are well informed and knowledgeable about the requirements of this key stage and quickly get to know the diverse, and often complex, needs of the children and their families. The environment is well organised and well-prepared resources stimulate children’s curiosity, both indoors and outdoors. Recent changes to planning are improving outcomes for children, particularly in communication, language and literacy. As a result, children quickly make up ground, reaching levels close to those expected when they start Year 1, and are well prepared for the next stage of their learning. The increasing confidence of the leadership within the Early Years Foundation Stage to assess and diagnose where further improvements are needed is proving effective. However, these self-evaluation routines are comparatively new and are not fully developed. Children enjoy their activities and time in these classes as they are well cared for and their welfare requirements are catered for carefully.

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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

The number of questionnaires received by the inspection team represents just over a quarter of the pupils, slightly below the average response rate. Almost all parents and carers indicated very positive views of the school, with very few negative ticks on the questionnaires or concerns in the written comments. This was reinforced by the views parents and carers expressed informally to the inspectors.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Warren Park 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 inspection team received 107 completed questionnaires by the end of the on-site inspection. In total, there are 411 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	91	85	16	15	0	0	0	0
The school keeps my child safe	88	82	19	18	0	0	0	0
The school informs me about my child’s progress	78	73	27	25	2	2	0	0
My child is making enough progress at this school	80	75	23	21	3	3	0	0
The teaching is good at this school	86	80	19	18	2	2	0	0
The school helps me to support my child’s learning	79	74	21	20	4	4	0	0
The school helps my child to have a healthy lifestyle	79	74	26	24	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)	79	74	25	23	1	1	0	0
The school meets my child’s particular needs	80	75	24	22	1	1	0	0
The school deals effectively with unacceptable behaviour	82	77	20	19	1	1	1	1
The school takes account of my suggestions and concerns	75	70	26	24	5	5	0	0
The school is led and managed effectively	89	83	16	15	0	0	0	0
Overall, I am happy with my child’s experience at this school	91	85	15	14	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 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.

20 October 2010

Dear Pupils



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

Thank you for having us in your school and for telling us what you think about the learning you do. We thoroughly enjoyed seeing the exciting work you are doing. We looked at many things in your school and have judged that it is outstanding.

These are some of the things we were particularly impressed with.

- The teachers know how well each of you is doing, and they prepare interesting work for you to do. As a result, you really enjoy being there and your attendance has improved so that it is above average.
- Teachers have worked very hard to help you make good progress, so that the standard of your work has improved to average levels when you leave.
- Those of you who find learning difficult are given good support and some of you make exceptional progress at times.
- Your work in the eco-classroom and on the computers is really remarkable; we were impressed with the apple jam you were making.
- The headteacher has ensured that the adults care for you very well, and there is always someone to help if you are worried; as a result, you feel very safe.
- You are also very good at making choices to live a healthy lifestyle. You are to be congratulated on the fantastic way you brush your teeth after lunch.
- Teachers make the work more challenging if you are finding it too easy.
- Your behaviour is fantastic, because you know what is expected and you help each other to keep up to these high expectations. You can be particularly proud of the way you sort out differences, often without the adults, in a mature way.

We know that your headteacher is determined to carry on making the school even better. We have asked the school to improve one thing.

- Help you to understand more about what people from different cultures believe, and about their lifestyles, by giving you the chance to interact with them.

Above all, you can be proud of the important part you play in making your school such a fantastic place to be each day. We wish you every success for the future.

Yours sincerely

Andrew Saunders
Lead inspector

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