

Shirley Warren Learning Campus Primary and Nursery School

Warren Crescent, Southampton, SO16 6AY

Inspection dates 9–10 July 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Achievement in reading, writing and mathematics is not good.
- Pupils' progress in reading is not carefully tracked. Pupils do not have sufficient opportunities to write at length across a range of subjects. Pupils who need extra support in Year 2 do not always get help in developing their writing skills.
- Pupils do not always use and apply their mathematics skills as well as they should.
- Teaching does not ensure pupils make consistently good progress. Work is not always set at the right level. Pupils sometimes lose interest when teaching does not engage them.
- Pupils are not clear about what they have to do to improve. Teachers do not ensure that pupils improve their work.
- In Key Stage 2, pupils do not always present their work well. It is sometimes inaccurate and untidy, demonstrating a lack of care.
- The school has gone through significant change, including expansion and staffing disruption, since its previous inspection. This led to a decline in performance and hindered improvement.
- Over time, senior leaders, managers and governors have not acted quickly enough to secure rapid improvement.
- Leaders' plans for improvement and for assessing progress against the new curriculum are not fully in place and so do not support pupils' good progress.

The school has the following strengths:

- The current headteacher has a clear vision for the school. She has created an effective staff team and is bringing about improvements in pupils' achievement and the quality of teaching.
- Children achieve well in the early years. They have good relationships with staff, who make thorough checks on their learning.
- Progress in reading and for pupils with English as an additional language is mostly good in Key Stage 2. Disabled pupils and those with special educational needs, and pupils in Year 6, also make good progress.
- Pupils behave well and feel very safe in school. Most pupils have positive attitudes to their learning.
- Governors now challenge and support leaders appropriately.

Information about this inspection

- The inspectors observed 30 lessons or part lessons, of which two were jointly observed with senior staff.
- Meetings were held with two groups of pupils, the Chair of the Governing Body and one other governor, the headteacher, other senior staff, and a representative of the local authority.
- The inspectors took account of the 11 responses to the online Parent View survey and the 56 responses to the parent questionnaire organised by the school in April 2015. Inspectors also spoke to several parents and carers when they brought their children to school. Inspectors considered the 32 responses to the Ofsted staff questionnaires.
- A range of documentation was considered, including the school’s own information on pupils’ current progress, teachers’ planning and leaders’ checks on the quality of teaching. Inspectors considered the school’s new curriculum and leaders’ views of its effectiveness. Records relating to behaviour and attendance, the sports premium action plan and documents relating to safeguarding were also scrutinised.
- The inspectors listened to pupils read in Year 2 and Year 6.

Inspection team

Janet Sinclair, Lead inspector

Additional Inspector

Hazel Callaghan

Additional Inspector

Nigel Cook

Additional Inspector

Full report

Information about this school

- Shirley Warren Learning Campus Primary and Nursery is an above average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of pupils supported by the pupil premium is above average. This is additional government funding for pupils who are looked after by the local authority or known to be eligible for free school meals.
- The proportion of pupils from minority ethnic groups is above average. An above average proportion of pupils is at an early stage of learning English.
- Children attend the Nursery part time and the Reception classes full time.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school runs an on-site breakfast club.
- The school has had significant staff changes since the previous inspection, partly as a result of its expansion. A new headteacher was appointed in September 2013.

What does the school need to do to improve further?

- Improve the quality of teaching by ensuring that:
 - work is always set at the right level for pupils, so that the most able pupils are fully challenged, the least able receive enough support and all pupils are interested and engaged in their learning
 - pupils know what they need to do to improve their work and have the time to correct it
 - teachers' questioning deepens pupils' knowledge and understanding.
- Improve pupils' achievement by ensuring that:
 - pupils are given opportunities to write at length across a range of subjects
 - low-attaining pupils in Year 2 receive effective support for their writing
 - presentation of work by pupils in Key Stage 2 is careful, accurate and neat
 - pupils' progress in reading is carefully checked and additional support provided where needed
 - pupils use and apply their mathematical skills extensively.
- Improve leadership and management by ensuring that:
 - school development planning clearly focuses on the key areas for improvement and that the outcomes are specific and measurable
 - arrangements for the assessment of the new curriculum are securely in place so that achievement can be measured accurately and teachers can make effective use of this information to plan appropriately for pupils' next steps.

Inspection judgements

The leadership and management **require improvement**

- Leadership and management require improvement because pupils' progress has been too slow. Standards are not high enough. Despite recent improvements, teaching over time has not been consistently good.
- Leaders' evaluations of the school's performance are not always accurate. As a result, the school development plan is not clearly focused on the right priorities. Furthermore, school leaders do not evaluate the impact of their work sufficiently rigorously and this hampers improvement.
- The headteacher has now created a positive climate for learning. She has resolved some difficult staffing issues and teaching and pupils' achievement are improving. This demonstrates capacity for further improvement.
- Middle leaders are developing their roles. Improved leadership of special educational needs and early years is enabling better achievement in these areas. Leaders have made improvements in reading, phonics (the sounds letters make) and calculation skills in mathematics.
- Leaders are now monitoring teaching and learning carefully, using a wide range of strategies. They have identified accurately the strengths and weaknesses in teaching, which is beginning to lead to improvement.
- Staff are clear about expectations for pupils' achievement and the quality of their teaching, and know these have to be met for them to receive a pay rise. Those teachers spoken to during the inspection were positive about the impact these arrangements have on teaching.
- In order to accelerate the progress of all pupils, leaders now hold regular meetings with teachers to review pupils' progress. Consequently, any pupils falling behind are quickly identified. This is helping to close gaps in pupils' performance. It also helps to ensure equality of opportunity, promote good relationships and deal with any discrimination. However, the school is not yet assessing pupils' progress specifically enough against the requirements of the new curriculum.
- The school makes good use of the primary physical education and sports premium. The money has been used to provide a specialist coach. Pupils enjoy increased physical activity and their skills have improved. All pupils learn to swim. Additionally, they take part in sporting competitions through the local sports partnership. All of this provides a good base for pupils' continued sporting development.
- The school has focused well on improving provision for disadvantaged pupils and uses the funding effectively to ensure their needs are met. Their performance is improving and achievement gaps with other pupils are being closed successfully. The academic and personal development of disadvantaged pupils is supported well through extra teaching, a nurture group and emotional literacy support. Additionally, the school ensures that disadvantaged pupils attend regularly so they benefit from all that is on offer.
- The new organisation of subjects provides a broad range of activities for pupils. Although there is a strong emphasis on numeracy and literacy there are still not enough opportunities for pupils to write at length or to use and apply their mathematical skills. There is good provision for music, physical education and computer technology. A wide range of visits, visitors and after-school clubs enhances the curriculum effectively.
- The school provides well for pupils' spiritual, moral, social and cultural development. Pupils learn about their rights and responsibilities and behave in a mature and sensible manner. They clearly know right from wrong and respond well to the school rules. Pupils from all backgrounds work and play well together.
- The school promotes British values effectively. Through school council elections and voting for their golden time, pupils learn about democracy and the rule of law. These activities, combined with pupils' study of religions and visits to places of worship, prepare pupils well for life in modern Britain.
- The local authority responded quickly when the school's performance declined and has provided effective support and guidance to help the school improve.
- The school's arrangements for safeguarding pupils meet statutory requirements. Procedures are effective and implemented consistently to ensure pupils and staff are kept safe.
- The school has close links with parents. Parents particularly enjoy class assemblies and family learning events which give them a flavour of the work their children undertake.
- **The governance of the school:**
 - The governing body provides appropriate challenge to the school through its involvement in school improvement and an increasing knowledge of the school's strategic direction. Governors have undertaken training which has helped them to challenge leaders more successfully.
 - Governors know about the quality of teaching and learning because the school keeps them well

informed and they check for themselves through their visits. They are gaining a better understanding of the information on the school's performance through the detailed analysis provided by the school and their improved ability to check it. They now have a clearer understanding of where strengths and weaknesses lie. They know about the expectations staff have to meet to get a pay rise as the finance committee signs off all payments after due consideration. Governors also know the sanctions that apply for underperformance.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Behaviour is good in lessons and around the school. Pupils behave extremely well at break times. The school provides a wide range of activities to engage pupils' interest and involvement.
- Pupils are clear about the expectations for their behaviour and know the rewards and sanctions that apply.
- All staff have received training in behaviour management and follow well-defined policies and procedures. Staff make use of an effective range of strategies to support pupils with identified behaviour problems.
- Pupils nearly always have good attitudes to their work. Occasionally, when lessons do not engage them, they become fidgety and lose interest which slows their learning.
- Pupils take on responsibilities willingly. They enjoy being school councillors and are pleased with the contribution they make to improve the school.
- Pupils say that there is little bullying in school. When some pupils are mean or bully others, staff take swift action and tackle concerns seriously. An anti-bullying charter, drawn up by staff and pupils, outlines how any issues will be dealt with. In addition, the annual anti-bullying week and regular assemblies remind pupils of what to do if they are worried. Pupils know about cyber bullying and how to avoid it.
- Attendance is improving because the school thoroughly monitors absence and rewards good attendance within classes. When it is necessary to exclude pupils, their reintegration is thoughtfully managed by school leaders and staff.
- The breakfast club provides a welcoming place for pupils at the start of the school day. It provides a hearty breakfast and a range of activities to engage them. This has a positive impact on pupils' attendance.

Safety

- The school's work to keep pupils safe and secure is good.
- The school provides a safe environment and pupils feel safe in school. They are confident of adult support should they need it.
- The school gives strong attention to e-safety to ensure pupils are kept safe when online.
- Pupils move around the school sensibly and safely. They know the importance of fire drills and safe use of the apparatus in physical education. Older pupils benefit from road cycling training.
- The special educational needs coordinator ensures strong nurturing support for pupils whose circumstances make them vulnerable. The school makes good use of outside agencies, where needed.
- Parents are happy that the school ensures that their children behave well and keep safe.

The quality of teaching requires improvement

- Teaching requires improvement because it is not good enough to ensure that pupils make consistently good progress.
- Pupils' work is not always at the right level. It is sometimes too easy for the most able and too difficult for the least able. When teachers ask questions, they do not typically do so in a way that extends pupils' knowledge or deepens their understanding.
- Some teaching in Key Stage 1 has been weaker over time. Consequently, some pupils have made slower progress. The school has worked hard to tackle underachievement through providing additional support and training. However, weaknesses in the teaching of writing remain.
- At Key Stage 2, pupils do not always present their work well. It is often untidy, showing a lack of care or accuracy. School leaders have firm plans in place to improve pupils' presentation.
- Feedback on pupils' work is regular, positive and supportive. However, teachers' feedback does not typically tell pupils how to improve or encourage them to respond fully.
- The progress of the most able pupils is not consistently good because they are not always challenged.

Where they are challenged, pupils speak positively about their achievement and how much they enjoy the higher level of work.

- Pupils' achievement in reading is sometimes hindered because weaker reading skills are not accurately identified so that appropriate support can be given. However, Key Stage 2 pupils achieve well in their reading. Effective use of a range of reading strategies encourages good reading habits.
- Teaching in writing is improving with some good examples across the school. Nevertheless, pupils do not write at length often enough, either in literacy lessons or in other subjects. Additionally, the least-able pupils in Year 2 are not supported well enough.
- In mathematics, pupils develop their skills in calculations and measurement securely. Much work has been done to ensure greater depth in pupils' understanding. Although there are some good examples of pupils using and applying their mathematical skills, particularly in Year 6, this is not consistent across the school. Pupils do not undertake enough practical problem-solving or investigation and this hinders the development of their mathematical thinking.
- Teaching assistants provide effective support for disabled pupils, those with special educational needs and those at an early stage of learning English. Assistants are well trained and receive good advice from the special educational needs coordinator.

The achievement of pupils

requires improvement

- Attainment at the end of Year 6 is broadly average and has been for some time. However, progress is accelerating and is now in line with national expectations. Pupils in Year 6 make good progress in their writing.
- Achievement in the rest of Key Stage 2 is a mixed picture. Pupils' achievement in reading is mainly good at Key Stage 2. This is as a result of regular reading sessions and reading opportunities within literacy lessons. However, achievement in mathematics and writing requires improvement in Years 3, 4 and 5.
- Pupils' attainment at the end of Year 2 has been below the national average for several years. It is still below national expectations, particularly in writing. A legacy of weaker teaching has slowed some pupils' progress at Key Stage 1, particularly in reading, writing and mathematics.
- Pupils who speak English as an additional language achieve well by the end of Key Stage 2 because they have received the right support for their specific needs.
- Disabled pupils and those with special educational needs are well-supported, enabling many of them to make good progress from their different starting points.
- The achievement of the most able pupils requires improvement because they are not sufficiently challenged or extended in lessons and so do not always reach their potential. However, their achievement in mathematics improves at the end of Year 6 because they have effective specialist teaching in their final year.
- The attainment of disadvantaged pupils in 2014 was over two terms behind that of other pupils nationally in writing and mathematics and over one-and-a-half terms behind in reading. Although their attainment was lower than other pupils' in the school, their rates of progress were similar. The achievement of disadvantaged pupils currently in the school is improving. They are just over one term behind other pupils in the school in reading, writing and mathematics. The progress of disadvantaged pupils is very closely monitored and supported. Consequently, the gap in attainment between them and other pupils is closing.

The early years provision

is good

- Children enter the Nursery with skills and abilities well below those typical for their age. They make good progress across the early years. This year a higher than average proportion of children have achieved a good level of development across the areas of learning. This is because of improved teaching, including in phonics, carefully planned provision and thorough assessments. Children are well prepared for their start in Year 1.
- Teaching is good. Teachers plan learning opportunities carefully and ensure children have a good range of resources, both indoors and out, to support their learning. However, children do not have enough opportunities to learn through exploration and investigation during child-initiated activities. The most able children are not always challenged enough.
- Children have good attitudes to their learning and usually enjoy all the activities on offer. Staff are quickly on hand to re-engage the few children who find concentration more difficult.
- In the Nursery, a clear focus on speaking and listening, as well as reinforcement of vocabulary, helps all

children to develop their language skills, especially those who are at an early stage of learning English.

- Effective phonics teaching in Reception meets children's needs well. Staff provide games that engage children and ensure they can use their knowledge of letters and sounds in their reading and writing.
- Good attention to promoting children's writing starts in the Nursery. Children typically start the day with a writer's workshop to develop their skills.
- Children behave well. They get on well together, share resources and cooperate with each other. Not all children are able to negotiate but most want to try. Staff encourage children's social skills so that they work and play harmoniously.
- Staff are very conscientious about ensuring the safety of the children, who respond with sensible behaviour.
- There are good links with parents. They enjoy home visits and, once children start school, can benefit from a weekly opportunity to work with their children on reading and phonics.
- Effective leadership has ensured continuing improvement in the early years. Staff work well together as a team and follow through well on all new initiatives, enabling children's successful achievement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116262
Local authority	Southampton
Inspection number	461936

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	393
Appropriate authority	The governing body
Chair	Alice Hodges
Headteacher	Alison Mann
Date of previous school inspection	1–2 February 2012
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