

Warren Hills Community Primary School

Inspection report

Unique Reference Number	119981
Local Authority	Leicestershire
Inspection number	339573
Inspection dates	17-18 September 2009
Reporting inspector	Mike Thompson

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

Type of school	Primary
School category	Community
Age range of pupils	4 - 11
Gender of pupils	Mixed
Number of pupils on the school roll	175
Appropriate authority	The governing body
Chair	Mr C Stanley
Headteacher	Mr D Lloyd
Date of previous school inspection	8 - 9 May 2007
School address	Stamford Drive Coalville Leicestershire LE67 4TA
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Registered childcare provision	Warren Hills Children's Centre
Number of children on roll in the registered childcare provision	51
Date of last inspection of registered childcare provision	9 May 2007

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Age group	4 - 11
Inspection date(s)	17-18 September 2009
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, and held meetings with some of the governors, staff, pupils and, informally, with some parents. They observed the school's work and looked at data showing the progress made by pupils, documents, policies and the school's planning for future development. Questionnaires returned by pupils, parents and staff were analysed.

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

- the achievement of pupils, to determine whether teaching is sufficiently challenging and the support and guidance provided for pupils is effective
- the effectiveness of tracking and monitoring systems in informing managers about the impact of provision
- the impact of pupils' use of computers on the quality of their day-to-day learning
- the effectiveness of governance, particularly in relation to promoting community cohesion.

Information about the school

Warren Hills School has fewer pupils on roll than an average-sized primary school. In order to accommodate year-on-year fluctuations in numbers, most pupils are taught in mixed-age classes. Almost all pupils are of White British heritage and are from the local estate on the eastern outskirts of this former coal-mining town. Almost half of all pupils are eligible for free school meals. The movement of pupils both in and out of the school is higher than is normally found. Over a third of its pupils have special educational needs and/or disabilities. This proportion is almost twice the national average. In the case of about half of these pupils, their behavioural, social and emotional difficulties contribute to their learning difficulties. The school manages provision for 0- to 4-year-olds in the Early Years Foundation Stage in an on-site children's centre. Children then transfer to the Reception class in the main school for the final year of the Early Years Foundation Stage.

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

The school provides a good education for its pupils. From well below average starting points and with limited 'life experiences' when they join the Reception class, the large majority of pupils make good progress in both their academic and personal development. By the time they leave at the end of Year 6, pupils' attainment is broadly average.

The pupils achieve well because they are consistently taught well. The teachers are particularly adept at providing their pupils with a wide range of activities designed to capture their imagination and provide them with plenty of practice in developing the basic skills of literacy and numeracy. As a result, the pupils enjoy school and are keen to learn. The curriculum is good overall, and includes a wide range of enrichment activities. However, the pupils do not have enough opportunities to develop their skills in information and communication technology (ICT) because there are not enough computers. The teachers are good at providing achievable challenges for all their pupils. They do this because they use their knowledge of each individual's strengths and weaknesses in learning well when planning and delivering their lessons. However, teachers' marking of pupils' work does little to help pupils to improve.

Although attendance rates have rapidly improved over the past few years, they are still too low. This is because a small but significant group of families do not respond well enough to the school's daily checks on absence and punctuality and constant reminders about the value of good attendance.

The school is particularly successful in supporting the large number of pupils who experience behavioural, social and emotional difficulties. It does this by ensuring that staffing levels are as high as possible and that all its staff are well trained in meeting the specific needs of pupils. Throughout the school, the pastoral care provided for all pupils is outstanding. A highly effective element of this care is the regular use of puppetry in helping raise pupils' self-esteem and in helping resolve conflicts.

The provision for children throughout the Early Years Foundation Stage is effective. Children progress seamlessly from the children's centre into the main school.

The pupils achieve well as a result of good leadership at all levels. The impact of leadership provides clear evidence of a good capacity for sustained improvement. All elements of provision are now better than they were when the school was inspected

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last, as are the outcomes evident in pupils' academic attainment and their personal development and well-being. The effectiveness of the school is very closely scrutinised by senior managers and governors. This is possible because of improvements made to the system for monitoring the attainment and tracking the progress made by each individual pupil. However, there is a weakness in the school's promotion of community cohesion. While the school has a clear idea about what it wishes to achieve and plans or takes part in many initiatives designed to promote community cohesion, there is no formal overall strategy. In addition, the impact of these initiatives is not systematically evaluated in order to help inform future plans.

What does the school need to do to improve further?

- Ensure that provision has an even greater impact on pupils' learning by:
 - improving pupils' access to computers in lessons so that their use becomes an integral part of learning in all areas of the curriculum
 - improving teachers' marking of pupils' work so that teachers provide clear guidance about what pupils need to do to improve and ensure that corrections are used routinely as a tool for improvement.
- Ensure that attendance and punctuality continue to improve by:
 - working even more closely with the parents of individual pupils causing concern
 - investigating ways in which pupils can be involved in promoting good attendance.
- Put in place a more structured approach to monitoring and evaluating the impact of initiatives to promote community cohesion.

Outcomes for individuals and groups of pupils

2

The teachers are good at presenting tasks to pupils in ways that make them interesting and enjoyable. As a result, most pupils learn well and make good progress. Particularly noteworthy is the way in which teachers' planning embraces the needs of all pupils and ensures that all are fully involved in learning, despite the limited life experiences of many. For example, the very good use made of drama in an English lesson taught to pupils in Years 3, 4 and 5, captured the imagination of the large number of pupils with special educational needs. The well prepared prompts for writing, provided by the teacher, built on the enthusiasm generated and ensured that all pupils were provided with achievable challenges at a level suited to their stage of development.

The results of the national tests for pupils in Year 6 have shown a good improvement in recent years, as have the national data about pupils' progress between Key Stages 1 and 2. A close scrutiny of the school's detailed information about the progress made by pupils showed that there were no significant differences between the rates of progress of boys and girls. While the progress made by the small group of

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persistent absentees is undoubtedly adversely affected by their attendance record, a number of these pupils are among the highest attainers. The rates of progress made by pupils with special educational needs and disabilities are comparable with those of all other pupils, and many of these pupils go on to attain the nationally expected levels in English, mathematics and science at the end of Year 6. This is a considerable achievement due in no small part to the high quality individual attention provided for these pupils.

Pupils' personal development, including their spiritual, moral and social development, is good. The pupils say that they feel safe in school. Their behaviour is good, and they relate well to one another. In closely supervised situations, such as when entering or leaving assembly, it is often impeccable. Pupils are not concerned about bullying. They say that instances are infrequent, but that when bullying does occur the teachers deal with it quickly and effectively. While pupils know what they need to do to lead healthy lifestyles, they are the first to admit that they do not always put their learning into practice. The pupils are proud of their school, and the older ones in particular thrive on the opportunities provided to take responsibility, for instance as house captains. An integral part of the daily life of the school is the encouragement of all pupils to make a contribution to their community. For example, a group of pupils with special educational needs was observed working in the school garden with one of the governors. Closer investigation revealed that these pupils were carrying out a 'risk assessment' of the garden prior to taking on the role of 'project managers' as their classmates made improvements. The pupils also make a significant contribution to the wider community by, for example, performing puppet shows for local pre-schools and through a wide range of fundraising activities.

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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

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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How effective is the provision?

The good quality of teaching in a lesson for pupils in Years 4, 5 and 6 typifies much of what was observed by inspectors. The teacher's good questioning effectively challenged and developed the pupils' ideas. It also helped to sustain a crisp pace to learning. The teacher made clear links with what pupils had learned previously. This helped develop the pupils' confidence in tackling the written task of comparing and contrasting the different viewpoints of people involved in the evacuation of children during World War II. This lesson also exemplifies the on-going development of the curriculum, as teachers link subjects within an overarching theme. This method of working is proving highly successful, as pupils report that they really enjoy the work provided. The pupils' learning is often enlivened by teachers' good use of the interactive whiteboards to illustrate the points being made. However, the pupils' own day-to-day use of ICT is more limited. This is because the ratio of computers to pupils falls well short of the national norm, and pupils do not always enjoy ready access to computers apart from occasions when they are in the ICT suite. The consequence of this weakness is evident in pupils' generally below average levels of skill in using basic computer programs. The teachers work their pupils hard in lessons, and the very favourable ratio of adults to pupils in all classes means that there is no escape from learning, since adults are always on hand to provide guidance as needed. In lessons, teachers have generally high expectations of what pupils ought to produce. However, these high expectations are not as evident in the presentation of pupils' work. Too often, it is untidily presented and the poor layout of work can also adversely affect its quality. For example, calculations are sometimes inaccurate when sums are incorrectly tabulated.

An outstanding feature of provision is the quality of day-to-day guidance and support provided for pupils. There are very clear, well established, arrangements to induct children into school and to ensure a smooth transition as pupils move between key stages. The school has developed very good links with the local authority education welfare officer, social services and the police in a 'task force' which is attempting to tackle difficulties caused by lack of communication with some transient families. A determined approach to improving attendance and punctuality has resulted in considerable success, although rates remain too low.

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

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How effective are leadership and management?

All of the pupils surveyed through the inspection questionnaire felt that the headteacher and senior staff are doing a good job. The inspectors agree. The strong senior leadership team has ensured that Warren Hills is a very inclusive school in which every child really does matter. The school's procedures for safeguarding children are exemplary. The strengths of the headteacher and the deputy headteacher complement one another well, and their partnership has been effective in driving up attainment and improving progress. The school's success is built upon careful monitoring of the quality of teaching and learning and the investment made in developing the skills of the staff team. The recent improvements made to the systems for tracking pupils' attainment and progress provide a very clear overview to help inform strategic planning.

The governors know the school and its community well, take a close interest in the well-being of the pupils, and hold the school to account. They do this through an effective committee structure together with the first-hand information gained as a result of visits to the school.

A great deal of effort has gone into developing a good partnership with most parents. For example, there are generally effective systems for communicating with the parents of pupils with special educational needs, although these contacts tend to be informal because this is what most parents prefer. However, despite the school's best efforts, a few parents remain hard to reach. Good partnerships with local schools, sports clubs and other organisations, such as the community police service and fire service provide useful enrichment activities to underpin the good curriculum.

The resources available to the school are used well to achieve good outcomes for pupils and provide good value for money.

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	2
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

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The effectiveness with which the school deploys resources to achieve value for money	2
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Early Years Foundation Stage

The good children’s centre provides a great deal of stimulating activities for children aged from 0 to 3 years old. In particular, children’s social skills are promoted well. The staff are very well qualified and are skilled in developing children’s curiosity about the world around them. Every opportunity is taken to develop children’s skills in communicating clearly. All requirements of the childcare register are fully met. All welfare requirements, such as the paediatric first-aid training of staff, are securely in place.

Throughout the Early Years Foundation Stage, in both the children’s centre and the Reception class, leadership and management are good. Planning is very thorough and is based on the evidence gathered through the staff’s careful observations and skilled assessments of what the next steps in learning are to be. In this way, activities are devised with specific children in mind. Excellent use is made of opportunities for outdoor learning. While the interaction between staff and children is good, the staff’s skills in questioning could be better. Too often questions lead the children’s thinking, rather than challenging them to reason for themselves.

In the Reception class in the main school, children enjoy their learning as they keenly apply themselves to the wide variety of activities on offer. There is a good balance between activities chosen by the children and those directed by adults, and activities flow freely from the classroom to the outdoor area. Staff are well aware of the different ways in which children learn, and ensure that the activities provided meet the needs of all children.

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 questionnaires, informal discussions and other evidence provided by the school show that there is a high level of satisfaction among parents. Only 15 of the questionnaires returned had comments appended, and almost all of these were highly appreciative, particularly in respect of the care, guidance and support provided.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Warren Hills 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 95 completed questionnaires by the end of the on-site inspection. In total, there are 226 pupils registered at the school, comprising 175 in the main building and 51 children who attend the children’s centre.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	73	25	26	1	1	0	0
The school keeps my child safe	66	69	28	29	1	1	0	0
The school informs me about my child’s progress	54	57	38	40	2	2	0	0
My child is making enough progress at this school	55	58	36	38	2	2	0	0
The teaching is good at this school	60	63	32	34	1	1	0	0
The school helps me to support my child’s learning	60	63	33	35	2	2	0	0
The school helps my child to have a healthy lifestyle	59	62	34	36	0	0	2	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)	55	59	30	32	2	2	0	0
The school meets my child’s particular needs	59	62	34	36	2	2	0	0
The school deals effectively with unacceptable behaviour	48	51	40	42	7	7	0	0
The school takes account of my suggestions and concerns	57	60	37	39	1	1	0	0
The school is led and managed effectively	59	62	31	33	2	2	1	1
Overall, I am happy with my child’s experience at this school	62	65	29	31	1	1	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 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

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>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.



21 September 2009

Dear Pupils

Inspection of Warren Hills community Primary School, Coalville, LE67 4TA

On behalf of your inspectors I would like to thank all of you for being so welcoming and helpful to us when we visited your school. Your parents think that you go to a good school, and we agree. Here is a list of some of the things we liked best about your school.

- You learn well in lessons and make good progress because you are taught well.
- We were impressed by your good behaviour and the way you get on well with one another.
- Your teachers plan lots of interesting things for you to do.
- You feel safe because the staff take excellent care of you.
- Your headteacher and all of the people who help to manage your school are doing a good job.

Every school has something that could be improved, and this is what we think your school should do to make it even better.

- We would like your teachers to help you to learn even better by giving you more opportunities to use computers and by making sure that when they mark your work they give you clear ideas about how you could improve it. We would also like them to make sure that you correct your mistakes. This is one of the best ways to learn.
- We would like your school to make sure that you come to school more often and on time. You and your parents need to play your part! You might even be able to come up with some ideas to help improve attendance.
- We also think that your governors could improve the way that they plan and check on the work that the school does to promote community cohesion.

I wish you every success in the future.

Yours faithfully

Mike Thompson
Lead Inspector

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