



# Shirley Warren Primary and Nursery School

Inspection Report

**Unique Reference Number** 116262  
**LEA** Southampton LEA  
**Inspection number** 279779  
**Inspection dates** 15 June 2006 to 16 June 2006  
**Reporting inspector** Jo Curd AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Warren Crescent
<b>School category</b>	Community		Southampton
<b>Age range of pupils</b>	3 to 11		SO16 6AY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02380773975
<b>Number on roll</b>	253	<b>Fax number</b>	02380786673
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Valerie Grant
<b>Date of previous inspection</b>	9 October 2000	<b>Headteacher</b>	Mrs Lynne Sproson

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 15 June 2006 - 16 June 2006	<b>Inspection number</b> 279779
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Shirley Warren Primary and Nursery School is of average size. Forty-four pupils are from a range of minority ethnic backgrounds, thirty-one of whom are at the early stages of learning English. This proportion is higher than average. A high percentage of pupils have learning difficulties or disabilities but none have a statement of special educational need. Most pupils come from less advantaged backgrounds, a high percentage are eligible for free school meals. There is a high level of pupil mobility.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

The overall effectiveness of the school is outstanding. This confirms the school's own accurate self evaluation. The impact of its focussed vision on achievements and relationships is evident in the outstanding progress and personal development of all pupils. Pupils and adults thrive within the school's hugely caring and supportive climate where each is trusted and there is no blame for mistakes. Comments on this from all parts of the school community include, 'The education at Shirley Warren is second to none.' (a parent) 'Everyone is important and everyone is treated as an individual.' (a governor), 'Everyone's friends with each other.' (a pupil) and 'It made me grow.' (a member of staff).

Children enter the nursery with standards well below those expected for their age and make good progress across all six areas of learning throughout the Foundation Stage. Provision here is extremely good. Teaching and learning throughout the school are outstanding. Leadership and management are outstanding but because leaders and managers are so keen and hard working some misunderstandings about the need to produce and review policies have arisen. There has been very good improvement on all issues identified at the last inspection. Within such a supportive, visionary climate, with overwhelmingly effective procedures and under such able leadership and management there is extremely good capacity for this to continue. The school provides exceedingly good value for money.

### What the school should do to improve further

andmiddot; Ensure effective procedures to monitor all statutory policies.

## Achievement and standards

### Grade: 1

Standards at the end of Year 6 have been above the national average for the past three years and achievement from Nursery to Year 6 is outstanding. Pupils enter nursery with very low standards. Although they make good progress in the Foundation Stage, standards at the end of the Reception year are still lower than those expected for their age. By the time they leave Year 6 standards are above average. Many of the pupils exceed the school's aspirational targets because of the outstanding teaching and learning, including tracking of pupils' progress and effective additional support, throughout the school. Although there is some variation in achievement of different groups all, including those with English as an additional language or with learning difficulties or disabilities, all make at least good progress in all core subjects.

## Personal development and well-being

### Grade: 1

Personal development is outstanding. Pupils' thorough enjoyment of school is seen in their excellent behaviour and very good attitudes to work. They feel valued as

members of the school community through their roles as council members and school buddies and as responsible members of a community they hold in high regard. Pupils with learning difficulties and disabilities are supported extremely well and are motivated and keen to learn. The school provides very well for pupils' spiritual, moral, social and cultural development through its strong culture of respect for others, reflective and celebratory assemblies and high expectations and praise for good behaviour. Visitors from other cultures and visits out further enhance provision.

Pupils support each other very well by taking care of new children and being reading or friendship buddies. They are well aware of the needs of others and regularly raise funds for charity. They were particularly moved to raise funds for victims of the Tsunami. The school council has contributed well to school development for example by suggesting new after school clubs, 'Huff and Puff' playground activities and smart boards for all classrooms. Pupils are successfully developing healthier lifestyles through eating healthy snacks at break times and are clear about a 'balanced plate of food' for meals. They enjoy regular physical education and think that their 'sports facilities are very good'. They thoroughly appreciate the sports coach who comes to school to coach them in football, cricket and basketball. Attendance is satisfactory. The school has worked very hard to improve this and awards a weekly treat to the class with the best attendance. A few exclusions were necessary to ensure the safety of all pupils. The range of responsibilities undertaken by pupils and their good basic skills are preparing them well for later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are outstanding. Pupils' interest and motivation to learn is successfully maintained within a strong climate of support, trust and encouragement to try new things. Pupils say that, 'Teachers make lessons fun and provide fun activities'. All pupils, including those with learning difficulties and disabilities, benefit from innovations in teaching and learning because there is such a high emphasis on the training and professional development of all adults. A learning mentor, appointed this year, has successfully helped teachers, support assistants and pupils to understand, evaluate and develop their own styles so that the effectiveness of teaching and learning has increased.

Assessment and monitoring of pupils' achievements is rigorous and used extremely well to identify and remedy any underachievement and ensure that all pupils make good progress. Staff and pupils are now sharing their highly successful approaches to teaching and learning with others in a variety of ways, including participating in local reading conferences, introducing others to their assessment schemes and writing articles for national newspapers and magazines. These effectively enhance pupils' and teachers' self esteem, confidence to try new approaches and rigour in evaluating practice. Parents are well informed of their children's progress and increasingly involved in developing this.

## **Curriculum and other activities**

### **Grade: 1**

The school has an outstanding curriculum. New planning for this ensures relevant and purposeful cross-curricular links. A thorough curriculum for English and mathematics is enlivened by relevant and interesting links to other subjects including information and communication technology (ICT) which is now a strength of the school. The depth of the curriculum is clearly evident in very good displays of pupils' work across all subjects, showing that all pupils participate well in a very rich and varied range of activities. Many pupils have peripatetic music tuition. The success of this was seen when a group of clarinet players performed in assembly. This is supported very well by the specialist teaching of music throughout the school. All pupils have benefited from the school's strong emphasis on developing reading. After a lot of hard work staff have successfully produced their own 'route to reading' which has had considerable positive impact on pupils' progress.

Regular special events, such as 'Arts Week' involve authors, artists in residence and dressing up as characters from books. Foundation Stage children enjoy a lively balance of active independent learning and directed tasks. Pupils with learning difficulties and disabilities are very well supported. A very good emphasis throughout the school on developing pupils' personal and social skills makes a very good contribution to their safe and healthy lifestyles. There is an excellent range of additional activities which pupils throughout the school thoroughly enjoy. They particularly enjoy the provision for sport, the exciting trips they make and their involvement in activities such as the 'Reading Rocks' conference.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are outstanding. The school is a very happy, friendly place where pupils know they are fully valued and respected. They describe the school as 'welcoming', 'fantastic' and 'spectacular.' Pupils respond to the very high level of care from staff with exemplary behaviour and attitudes to their school and their work. Pupils say, 'Teachers are our friends and help us calm down'. Very good attention is given to pupils' safety and welfare, for example, pupils successfully took part in an anti bullying week and now clearly understand that such behaviour is very wrong. Pupils say that they feel very safe in school and that any bullying is dealt with very well.

Child protection procedures are fully in place and risk assessments comprehensively undertaken prior to school trips ensure pupil safety. Pupils with learning difficulties or disabilities are very well cared for and those with challenging behaviour are given excellent support to help them understand and manage it better. Very good management within the school and effective links with outside agencies ensure that vulnerable pupils and those with learning or behavioural difficulties and disabilities get excellent support. Parents are delighted with the support their children receive. They say their children are thriving.

Monitoring of academic performance is outstanding. The school sets challenging targets for its pupils and is very successful in meeting them. Excellent tracking procedures ensure that all pupils' progress is thoroughly charted. Information from this is used particularly well to match additional help with individuals' specific needs. The school also uses all of its information on pupils well to ensure that they are all challenged fully in lessons.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. Staff and pupils thrive under the high expectations and trust of the very able headteacher and deputy. Along with close monitoring of everything that happens in the school they have a particularly effective way of delegating responsibilities to others, enabling them all to thrive. Money is spent wisely on very good quality accommodation and resources which are used very well. The school provides exceedingly good value for money and has a very good capacity to improve.

All the pupils benefit from the very successful ongoing professional development of all the managers, their thorough evaluation of practice and their innovative approaches. Rigorous self evaluation by all members of the school community is detailed, largely accurate and used very well. Parents are now more involved in their children's school and learning and the vast majority are very supportive of all the school does. Governors have a particularly well developed annual pattern of monitoring and reporting on standards, teaching, learning and the curriculum, which they use very effectively to challenge and support the school. They fulfil all their statutory duties well. Diligence of all leaders in the school has led to some misunderstandings about the need to produce and review policies. This remains unresolved. Leaders have been highly successful in recruiting staff who are competent, imaginative and committed to the whole ethos of the school. There are very effective partnerships between all the staff and other agencies which successfully enhance pupils' progress.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Children

Thank you for having us in your school for being so friendly, helpful and polite and for making us feel so welcome. We enjoyed talking with you and watching you work and play. Thank you for telling us about your school and how much you enjoy being there.

We found your school to be 'outstanding' which means it is very, very good. We agree with your comments that it is 'tremendous', 'fantastic' and that you have 'a good headteacher, good teachers and that everyone is great'. We are particularly pleased that everyone including the headteacher, staff and all of you are learning all the time and that you are able to share this with those in other schools.

Because your leaders care so much about you and because they all work so hard they sometimes find it difficult to agree on some of the paper work which needs to be done. We have asked them to find a good way to ensure that all the really important bits are checked. We trust that you will all help them in this if, and when, they ask for your views.

Thank you again for all your help with the inspection.

Jo Curd

Lead Inspector