

Inspection of Warren Park Primary School

Sandleford Road, Leigh Park, Havant, Hampshire PO9 4LR

Inspection dates:	10 and 11 December 2024
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since November 2013.

What is it like to attend this school?

Pupils are happy and confident. They have a deep understanding of the school's values, such as independence, resilience and respect. Pupils speak about the school's unique 'COSMIC' programme for personal development with real enthusiasm. Through this, pupils learn about a wide range of topics highly effectively, such as first aid, fitness and mental health. Pupils learn how to keep themselves safe, including how to stay safe online. For example, they understand the parameters of age restrictions on digital games and the potential dangers of social media use. Pupils demonstrate the school's values wonderfully.

From Reception Year onwards, behaviour is impeccable. Pupils take turns and are polite and well mannered. They learn and know the school's routines well. Pupils demonstrate kindness and respect for each other throughout the school day, including at the breakfast club and at breaktimes. Pupils have exceptionally positive relationships with staff. The school has a positive and highly inclusive culture.

Staff have high expectations for what pupils can achieve. In subjects such as art and personal, social and health education (PSHE), these expectations are fully realised. By the end of key stage 2, most pupils achieve well across the curriculum and are ready for their next stage of education.

What does the school do well and what does it need to do better?

The governing body knows the school's strengths and areas for development thoroughly well. It supports and challenges the school robustly. The governing body understands its statutory duties and functions. It is committed to ensuring value for money. Staff feel supported and valued with their workload, which helps them to focus fully on their teaching. One member of the governing body summarised the school's approach by saying: 'We want to make sure that everyone feels welcome and included. There is an open culture here.'

The school is passionate about preparing every pupil for their next stage of education effectively. Pupils with special educational needs and/or disabilities (SEND) have their needs identified quickly. Staff adjust their teaching skilfully in response to pupils' needs. Overall, the curriculum is strong and carefully designed. Staff have established what they want pupils to learn across the sequences of lessons that they teach. Lessons build pupils' knowledge thoughtfully. Some subject areas, such as art and PSHE, are very well embedded. In these subjects, teachers' activity choices support pupils' learning really effectively and staff check pupils' understanding carefully. However, at times, in some subjects the activities pupils are set do not allow them opportunities to strengthen their learning as consistently and effectively as possible. Some staff do not address pupils' errors and misconceptions as well as they could. As a result, in a few subject areas, such as writing, some pupils are not achieving as well as they could by the end of key stage 2.

Pupils love reading. Staff are well trained in the school's chosen phonics approach. Staff teach phonics successfully. Reading books which help pupils at the earliest stages of reading are matched closely to the sounds that they have learned. If any pupil falls

behind, they receive the support they need to catch up with their peers quickly. Staff use ambitious texts that help to build pupils' vocabulary and understanding. Pupils enjoy educational visits to the theatre and rich cultural experiences that help them to connect different parts of the curriculum together. The school's book vending machine, book corners and school library all contribute positively to the culture of promoting reading for all.

The early years curriculum is planned and sequenced effectively. Staff teach key vocabulary to help children build on what they have learned. Staff have secure subject knowledge. Children settle into school routines quickly. They listen well, share and take turns, for example during activities such as 'driving to the beach' in an imaginary car that they have created out of crates and wooden wheels. Children with SEND receive the support that they need. Children are captivated and engrossed in their learning. Staff work closely with parents and carers.

Staff have high expectations for pupils' behaviour. The school's policies are understood and applied fairly and consistently. There is no low-level disruption in lessons. The personal development programme is exceptional. Older pupils make a strong contribution to the life of the school through their responsibilities, such as junior road safety officers and school councillors. Pupils regularly perform theatrical productions to parents and the wider community. Trips and educational visits enhance the curriculum strongly.

Pupils attend school regularly. Where necessary, the school works closely with families to provide additional help. Promoting positive attendance is a high priority for the school. Strategies to improve attendance are effective and are having an increasingly positive impact on the most vulnerable pupils at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, some staff do not check what pupils know and can do as consistently and effectively as possible. Some pupils, in some subjects, do not learn as well as they could. The school needs to ensure that staff address pupils' errors and misconception precisely so that pupils build their learning as securely as possible over time.
- Some activity choices within some subjects do not give pupils the opportunities they need to deepen their knowledge and understanding. As a result, pupils' learning is not as strong as it could be across all curriculum areas. The school should ensure that all subjects are implemented consistently well so that the curriculum, and pupils' learning, is strong across all areas.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	115991
Local authority	Hampshire
Inspection number	10341379
Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	414
Appropriate authority	The governing body
Chair of governing body	Nicola Scullard
Headteacher	Elizabeth Cooper
Website	www.warrenpark.hants.sch.uk
Dates of previous inspection	12 and 13 November 2013

Information about this school

- The school uses one unregistered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors met with the headteacher, the chair of governors and members of the governing body, and other senior staff.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, geography, art and music. For each deep dive the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and, where possible, looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interest first.
- The inspectors spoke with several groups of pupils and observed their behaviour at break and lunchtime.
- The inspectors met with groups of staff and considered the opinions expressed through the staff survey.
- The inspectors took account of the views expressed by parents via Ofsted Parent View.

Inspection team

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