

Inspection of a good school: Warren Primary School

Gilbert Road, Chafford Hundred, Grays, Essex RM16 6NB

Inspection dates:

17 and 18 May 2023

Outcome

Warren Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy school. They learn in a respectful, kind and calm place. Relationships between everyone are positive and supportive. As a result, pupils feel listened to and cared about. Pupils appreciate, and follow, the school values; the 'Warren way'. These help pupils to be aware of, and responsible for, their own choices.

Pupils are considerate. They live up to adults' expectations of them to behave, work hard and respect everyone. Pupils work hard and generally achieve well.

Pupils feel safe and behave well. They understand and follow the school rules. They know it is 'good to be green'. Pupils understand the consequences put in place when they are not green. They know what bullying is. It is rare in their school. However, they are confident that adults will help them and deal with it if it does occur. Pupils can speak to a range of adults, who they know will help, if they are worried about anything.

Pupils take part in local competitions and events that are often hosted at their school. They love to have special responsibilities, such as looking after lunch trolleys, being a personal assistant or a peer mentor. They are proud, active members of their community.

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

Despite recent significant changes, including to school leadership, leaders have kept their focus on pupils and their learning. They have developed an interesting, ambitious and well-thought-through curriculum.

Teachers are confident to deliver the curriculum well because leaders invest in staff training and provide support. Teachers develop pupils' confidence in their learning by helping them to think through and discuss questions before answering. In most subjects, teachers check what pupils already know before introducing new learning. In a few subjects, this is not yet as fully developed. This is because leaders have not identified the

precise knowledge that pupils need to remember, and that teachers need to check that they know. In these subjects, pupils do not achieve as well as they could.

Reading is taught well. Teachers use the same familiar resources and routines. These help pupils to remember what they learn. Pupils who need more help to learn to read well receive extra teaching so that they can quickly gain the knowledge and skills they need to become fluent readers. Pupils read books that are matched to the sounds that they are learning. This helps them to practise reading accurately. Pupils become confident, keen readers. They enjoy reading and discussing books.

The provision for pupils with special educational needs and/or disabilities (SEND) is a strength. Leaders have the same high expectations of pupils with SEND as they do for other pupils. They identify pupils' needs quickly. They provide appropriate support from the range of skilled and experienced staff in the school. Pupils receive the same broad and interesting curriculum as their friends. Pupils with SEND flourish, including those in the specialist resource base. They are confident, hardworking pupils who enjoy school.

Children in the early years have a good start to their education. There are high expectations of children's behaviour from the start. Children learn to listen, try hard and work with others. The curriculum prepares children well for what they will learn in Year 1.

Pupils listen carefully to their teachers. They behave well and work hard. Learning is not interrupted by poor behaviour because pupils respect the high expectations of staff. Pupils have a range of opportunities to develop personally as well as academically. These are open to all. They learn how to have healthy relationships with others. Pupils learn about a range of people and cultures through the books that they read. They value their own physical and mental well-being. Pupils develop as responsible, active citizens who respect and care about others and themselves.

Trustees, local governors, trust staff and school leaders work effectively together to continually improve the school. Trustees and governors receive important information from a range of sources. This means they know and understand the school well. This supports them to make decisions about next steps for the school. They are considerate of staff workload when making these decisions.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that the appropriate checks are made on staff before they start to work in the school. They train staff to be aware of the indicators of abuse or neglect and procedures to follow if they have any concerns. Staff know pupils well and record concerns accurately. Leaders work effectively with a very wide range of professionals. They are persistent in ensuring that pupils receive the help and support that they need as early as possible.

Pupils learn how to keep themselves safe, particularly when working on line. They also learn how to keep themselves physically and mentally well.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders have not established clear approaches to how teachers check what pupils already know and can do. In these subjects, leaders' curriculum thinking does not set out the precise knowledge that pupils need to remember, and teachers must assess. Leaders should ensure that teachers are clear about the knowledge pupils need to help them move to the next stage of their learning, so that pupils make the progress that they are capable of in all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school to be good in November 2019.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	148172
Local authority	Thurrock
Inspection number	10269219
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	446
Appropriate authority	Board of trustees
Chair of trust	Trisha Jaffe
Headteacher	Vashti Green and Charlie Evans (co-head teachers)
Website	www.warrenps.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- A new leadership structure has been put in place since the previous inspection. The school has had two co-headteachers since April 2023.
- The school joined the Osborne Co-operative Academy Trust in October 2020.
- The school runs a breakfast, after-school and holiday club.
- The school does not use any alternative provision for its pupils.
- The school runs a specialist provision for pupils with a hearing impairment. Pupils in the specialist provision are on the school roll.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.

- The inspector carried out deep dives in early reading, mathematics and geography. For each of these subjects, the inspector talked to subject leaders, visited lessons, looked at pupils' workbooks and talked to pupils.
- The curriculum plans and pupils' work from art and computing were also discussed.
- The inspector observed pupils reading to adults.
- Leaders of safeguarding discussed the single central record and leaders' records of safeguarding. The inspector also spoke with pupils and staff about safeguarding.
- The inspector observed pupils' behaviour around school and considered the views of pupils, staff members, and parents and carers about behaviour.
- The inspector spoke with those responsible for governance and executive leaders of the trust. She also spoke with teachers about the curriculum and workload.
- The 47 responses and 33 free-text responses submitted to Ofsted Parent View, Ofsted's online survey for parents, were reviewed.
- The 72 responses to the staff survey and the 36 responses from pupils to the pupil survey were also considered.

Inspection team

Debbie Rogan, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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