

Warwick Road Primary School

Warwick Road, Batley, West Yorkshire, WF17 6BS

Inspection dates 14–15 January 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in all areas they study and leave the school with standards the same as, or above, those expected for their age.
- Teachers know their pupils well and adapt their teaching to ensure that pupils are challenged and well supported.
- Pupils say that they feel very safe. The school goes to great lengths to ensure pupils are knowledgeable about how to keep themselves safe and that they are safe in school.
- Pupils are exceptionally eager to learn and their behaviour both in class and around school is excellent.
- Relationships are excellent. Pupils say how much they like their teachers and particularly the new headteacher. New pupils are made to feel very welcome and quickly make firm friendships.
- A new and dynamic headteacher has invigorated the curriculum. Pupils and parents comment on how exciting it is now. She has introduced new systems which have had a very positive impact on the quality of teaching.
- All leaders and managers share the headteacher's vision of excellence in every aspect of school life. Governors are generally knowledgeable about the school and have supported the new headteacher and her leadership team in improving the quality of teaching across the school.
- Children in the early years benefit from good teaching and leadership so they make good progress from their starting points.

It is not yet an outstanding school because

- A number of middle leaders and governors have taken on new responsibilities and are not yet fully contributing to improvement in the school.
- Leaders and managers do not always pick up on weaker teaching when other staff are covering for the class teacher.
- Teaching is not as strong in lower Key Stage 2 owing to weaknesses such as not picking up on errors in punctuation, grammar and spelling and mathematical issues that pupils have misunderstood.
- In lower Key Stage 2 pupils' work is not always well presented and the marking strategy is not always followed by teachers to support improvement.

Information about this inspection

- The inspectors observed a number of lessons in a range of subjects in all year groups across the school. Some of these were joint observations with the head and deputy headteacher. Inspectors also attended assemblies and took this opportunity to speak with parents who were attending the assemblies.
- Inspectors observed pupils' behaviour around the school as well as in lessons, at lunchtimes and at different break times. Inspectors also took into account the views of staff, pupils and parents when considering behaviour.
- The 25 parental responses to the online questionnaire (Parent View) were considered. Inspectors looked at the results of the school's own survey of pupils' and parents' views, talked with parents who came into school to speak to the inspectors, and considered the responses to Ofsted's school staff questionnaire.
- Discussions were held with senior and middle leaders as well as governors, external consultants and representatives of the local authority.
- School documents were examined. These included information about pupils' progress, the school's self-evaluation and improvement plans, and information about the work of the governing body. The work in pupils' books and on display, records relating to the quality of teaching, staff performance management, pupils' behaviour, attendance and safeguarding were also scrutinised.

Inspection team

Jo Sharpe, Lead inspector	Additional Inspector
David Matthews	Additional Inspector
Barbara Martin	Additional Inspector

Full report

Information about this school

- Warwick Road Primary School is larger than the average sized primary school.
- Most of the pupils are of Indian ethnicity.
- The proportion of disabled pupils and those with special educational needs is lower than the national average.
- The proportion of disadvantaged pupils at the school is below the national average. The term disadvantaged pupils is used to describe those pupils who are known to be eligible for free school meals and those who are looked after by the local authority. These pupils receive additional support from the pupil premium funding.
- Before and after-school care is available on the school site.
- Early years provision is available for children to attend full time.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.
- The headteacher was appointed in September 2013.

What does the school need to do to improve further?

- Improve the capacity of all middle leaders and governors to support improvement further by ensuring:
 - they are knowledgeable and effective in their new roles
 - teaching by teachers other than the class teacher is carefully monitored so that weaker aspects are identified and improved.
- Raise attainment in lower Key Stage 2 by ensuring all teaching is consistently good or better by:
 - more consistently and effectively using the marking strategy
 - helping pupils to keep their work neat and tidy
 - highlighting mistakes in punctuation, grammar and spelling, appropriate to the pupils' ability
 - resolving any misconceptions that arise, particularly in mathematics, before pupils move on to further work.

Inspection judgements

The leadership and management are good

- The school is led by a headteacher who has the drive and determination to accept nothing but the very best in all aspects of school life. She has been successful in promoting outstanding behaviour and safety and raising the standard of teaching.
- Her vision for excellence is shared by her committed leadership team. They all have a very accurate picture of where the school is and how and where improvements must be made. The introduction of rigorous systems, such as the tracking of pupils' progress, and the performance management of staff, have been instrumental in improving teaching and pupils' attainment. New policies, such as those for behaviour, the curriculum and British values are written, reviewed and implemented effectively to ensure a positive impact on pupils' knowledge and enjoyment of school.
- Pupils enjoy the new curriculum which the new headteacher has been instrumental in introducing. The pupils now engage in music, trips to the theatre, museums and walking up mountains. They learn about British values and British history through various elements in the curriculum. Pupils in Year 6 have lively debates which successfully teach them to respect the views of others and make their own informed choices. Stories including religious stories and visits to the Houses of Parliament help pupils learn more about the diverse modern world in which they live.
- Pupils' spiritual, moral, social and cultural understanding is very well developed because of assemblies, visitors and stories. In an assembly, pupils learnt about kindness, tolerance and forgiveness, whilst listening to a story about the prophet Mohammed. The religious curriculum enables the pupils to learn about different religions when celebrating Eid, Christmas and the Chinese New Year.
- The pupil premium funding has been spent carefully in various ways, including making class sizes smaller. The impact of this was seen in a Year 2 class, where the time that a teacher spent with a small group of pupils eligible for the pupil premium enabled them to make rapid progress through the lesson. The primary school sports funding has been used to employ specialist sports teachers who are now supporting and training staff in the delivery of higher quality teaching of physical education.
- Responses from the on-line parent view questionnaire, and parents spoken with during the inspection, were extremely positive about the school and especially about the more recent changes. Parent forums, coffee mornings, assemblies, 'mums aerobics' and pupils' progress meetings allow parents to be involved in all aspects of school life.
- Leaders and managers promote equality of opportunity, foster good relations and tackle discrimination extremely well. They make a point of encouraging and welcoming all pupils to school. Pupils take great pride in knowing about the 'Power of One', which teaches that each person's actions are important. All adults ensure that all pupils regardless of race, gender and disability can access the curriculum equally.
- Representatives from the local authority visit the school to support the new headteacher and value the rapid improvements made recently.
- Safeguarding procedures meet current requirements.
- Middle leaders have taken on new roles relevant to their areas of expertise. Not all are fully effective in monitoring and tracking their area of responsibility in the school's rapid improvement programme. For example, not all are checking teaching effectively, particularly when the usual class teacher is not taking the lessons.
- **The governance of the school:**
 - Most governors are very knowledgeable about the school and have an accurate picture of its strengths and weaknesses. They have regular updates about pupils' attainment, which give them an up-to-date picture of how well all pupils in the school are doing. They have supported and challenged the headteacher well in her determination to eradicate weak teaching and raise attainment in a short space of time. Governors understand how very effective performance management has tackled the weak teaching that was present in the school and how outstanding teachers have been rewarded for their exceptional work.
 - Governors manage the finances well. They are keenly aware of how the spending of the pupil premium and sports funding have had a direct impact on pupils' attainment.
 - Governors took part in an audit of their skills, which led to some gaining new responsibilities. Some governors with these new roles are not yet fully effective.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. Pupils enjoy coming to school and the improvement in attendance reflects this. They wear their new uniform smartly and with pride.
- Pupils are courteous and friendly when moving around the school. They open doors for others and automatically smile and say hello to visitors.
- All pupils', parents' and staff views gathered were overwhelmingly positive about the standard of behaviour. When asked, no significant incidents of bullying or bad behaviour could be recalled. Pupils commented about bullying that 'we have stamped it out'.
- Relationships in the school are excellent. Pupils say how much they like their teachers and new headteacher. Respect for each other and all adults is very apparent.
- New pupils immediately feel comfortable in the school and eagerly talk about the new friends they have made. Their parents also comment on how welcoming all staff and other parents have been and how the headteacher has made a particular point of welcoming them.
- Adults manage pupils' behaviour very well and do so positively. Attitudes to learning are excellent and pupils respect the authority and support of all adults they encounter during the school day. Behaviour as pupils move from one lesson to another is often exceptional; no time is wasted; a group of Year 6 pupils took 30 seconds to get themselves ready for the next lesson.
- Pupils also manage their own behaviour extremely well and the atmosphere in school is calm, orderly and relaxed. A system such as a spot in the playground to go to if you need a friend is known by all pupils. Older pupils trained as helpers ensure that pupils take care of each other.
- Pupils have an accurate idea of what bullying is and through many activities learn that they are responsible for their own behaviour and how it may affect others.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils say they feel very safe. The excellent relationships between all in school mean that pupils are very happy to speak to adults about any issues that may be bothering them.
- The pupils are well educated about how to keep themselves safe. Computer lessons reinforce how pupils can protect themselves when using different sites and procedures. Events, such as road safety week, help pupils keep themselves safe when they are not in school. Visits from the police reinforce pupils' knowledge of British law and remind them about right and wrong.
- New lunch-time routines have improved pupils' behaviour because they are now very well supervised in smaller groups and they have more space to play outside. Organised games at playtimes also mean that pupils are engaged in meaningful activities which are organised successfully to ensure pupils' safety. Adults note that the number of incidents has reduced since the re-organisation of lunchtimes.
- The school site is managed so that pupils are safe in school and access to the site is limited. Visitors are welcomed but undergo thorough checks to ensure pupils' safety.

The quality of teaching is good

- Pupils learn well in lessons. The quality of teaching is good because teachers ensure the curriculum engages and excites pupils so they enjoy their learning. Pupils enjoyed developing their knowledge and research skills in a history lesson while trying to find out why two princes were locked in the Tower of London.
- Teachers know their pupils well and plan lessons so pupils are challenged at the appropriate level. Pupils work on different activities in the same lesson to reflect the different abilities within the class.
- Pupils make good progress in reading because teachers ensure pupils have a good knowledge of the sounds that letters make (phonics). Pupils are occasionally given extra support to ensure that any gaps in their knowledge of phonics are eliminated.
- Teachers use questions skilfully and successfully to extend pupils' learning and to assess the level of their understanding. They use an effective range of strategies to ensure pupils' understanding is secure. For instance, the use of an imaginary boy called Ian helps to clarify pupils' understanding, particularly of mathematical concepts. Regularly, teachers ask pupils to respond with smiles or 'thumbs up' to check whether concepts are being grasped. Some teachers, particularly in lower Key Stage 2, do not do this as successfully and shortfalls in pupils' understanding are not always picked up.

- Teaching assistants support pupils' learning well and move around classrooms questioning and moving learning on or clarifying understanding.
- Teaching is always well organised and prepared. The staff are passionate about making sure all pupils are realising their full potential by setting aspirational targets and pupils are beginning to reach them.
- The majority of teachers use the marking policy effectively so pupils know how they can improve their work. However, in lower Key Stage 2, teachers do not always implement the policy as successfully or as regularly to help pupils improve their work.
- Most teachers have high expectations of the standard of work they expect pupils to produce. However, in some classes the standard of presentation is not good enough. Most teachers pick up errors in punctuation, spelling and grammar across all subjects and promote literacy skills well. Not all teachers do this, which slows progress for some pupils.

The achievement of pupils

is good

- Pupils make good progress from their starting points and consistently reach standards at the end of Year 6 that meet the level expected for their age and sometimes above in writing, reading and mathematics.
- Standards in reading, writing and mathematics declined at the end of the last academic year in Key Stage 1. This was a result of staffing disturbances in their learning which are now resolved. Progress in this key stage is now good and the quality of teaching improving. For instance, pupils in Year 2 completed work in mathematics at a good rate and built on their own understanding by checking their own findings and computations.
- Pupils in the current Year 6 are reaching standards in reading, writing and mathematics that exceed standards reached in the school for the last three years. Pupils are set aspirational targets and make good and outstanding progress to try and achieve these targets.
- Pupils have reached standards in writing at the end of Year 6 that are generally above those of other pupils nationally for the past three years. Although there was a slight dip in standards achieved in 2014 better progress and higher standards have been made recently.
- Pupils read well and often. The school has made a major investment in new books which supports a more systematic approach to reading, as well as making a wider range of books available to pupils. Pupils use their knowledge of the sounds letters make well to help decode new words and comprehend new texts. Standards in reading are now in line with what is expected for this age. They have been maintained at this level over the last three years, apart from in 2014, when there was a slight dip in attainment owing to some poor quality teaching. Pupils are now making good progress in reading.
- Pupils' progress in mathematics is outstanding and has been for the past two years. Teachers have challenges ready for all pupils who grasp work quickly so they deepen and further their understanding.
- Teachers' planning in all lessons provides well for the most able. They make good progress in mathematics. Progress has been rapid because their understanding is continually checked and they are given extra work that helps them to learn quickly.
- Disadvantaged pupils are making faster rates of progress. This has narrowed the gap between the standards they reach and those of pupils nationally and in school. This gap has narrowed from being two terms behind to being one term behind others in school and non-disadvantaged pupils nationally. In mathematics, the gap is smaller. The school has reduced class sizes and the impact of supporting these pupils in smaller classes is evident.
- Disabled pupils and those with special educational needs make good and often outstanding progress, although the standards reached are lower than those of other pupils nationally and in the school. These pupils are well supported in class and have regularly reviewed support plans. Parents are fully involved in these plans, as are outside agencies who give specialist support.

The early years provision

is good

- The majority of children make good progress from starting points that generally are below those typical for their age. When they join the Nursery class, approximately one-third of all children have little or no English and very few have had any prior experience of play or nursery provision. There are no significant gaps between the achievement of different groups, including children eligible for the pupil premium. The children are not all fully prepared for Key Stage 1, but given their starting points they make good progress.
- Outdoor provision has been extended and improved since being identified as an area for improvement in

the previous inspection. This provision is now used well and was particularly enjoyed by children on a snowy day during the inspection.

- The range of learning opportunities both in classrooms and outside promotes children's independence well. Most teaching is good, including the teaching of letters and the sounds they make. The links between letter sounds and letter shapes is not always made clear enough for children to make as much progress as they could. Adults provide many opportunities for talk and this promotes children's language skills and their learning; this is done particularly well in the Reception class.
- Children appear happy in the unit and settle in well, behave well, and quickly learn to share.
- The early years provision is well led and managed through the monitoring of provision and support for adults to develop their skills. Children's progress is tracked accurately and regularly so that aspects identified for improvement can be acted upon quickly. Leaders ensure that there are effective links with parents who are encouraged to support their child's learning. Assessment of children's progress is regular and leads to next steps in learning.
- All adults ensure children's safety. The environment is checked daily and any minor hazards identified are quickly addressed. Systems are in place to make sure gates and doors are secure and keep the children safe.

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	107642
Local authority	Kirklees
Inspection number	453186

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	350
Appropriate authority	The governing body
Chair	Wajid Khan
Headteacher	Shamsa Qureshi
Date of previous school inspection	23 November 2010
Telephone number	01924 325344
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