

Inspection of Warren Primary Academy

Bewcastle Road, Top Valley, Nottingham, Nottinghamshire NG5 9PJ

Inspection dates: 30 November and 1 December 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils enjoy attending this school. They are keen to talk about their learning in all the different subjects that they study. Leaders believe that their pupils have 'endless potential', and it is their duty to give pupils 'limitless opportunities'.

Teachers have high expectations of all pupils. Pupils are familiar with the 'learner code'. This encourages them to demonstrate the school's values. Pupils describe the school as a kind place. They know their teachers do not tolerate bullying. Pupils feel safe.

Year 6 pupils wear a different uniform to the rest of the school. They explain that this helps them stand out as role models to younger pupils. It also helps them prepare for their transition to secondary school.

Pupils accept those who might be different to themselves. Leaders help pupils celebrate different religious events by decorating the school hall for occasions such as Diwali and Hannukah.

Pupils, parents and carers agree the school is going from strength to strength. One parent summed up the views of many when they said: 'It really feels like the school is a community again and that the children are in an environment where they are able to learn.'

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

Leaders have ensured that all pupils, including those with special educational needs and/or disabilities (SEND), have access to a rich curriculum. Subject leaders have identified the essential knowledge, skills and concepts that pupils should learn. They have considered the order in which pupils should learn material so it builds on what they already know. Subject leaders have also made links between key knowledge across different subjects. Pupils gain a depth of knowledge in most subjects. Some of the subject plans are new. Teachers are in the early stages of teaching these plans. Pupils do not yet achieve the equivalent depth of knowledge in these subjects as they do in others.

Teachers have good subject knowledge. They present information well. When pupils have misconceptions, teachers adapt the teaching to address them. 'Power-ups' enable pupils to recall what they have learned. In history, pupils talk confidently about the Roman invasion and the infrastructure of Roman society. In science, they recall their understanding of the digestive system and link this knowledge to food chains and webs. Pupils achieve well across many subjects.

As soon as children start in Reception, they start to learn the sounds that letters make. All teachers and staff are early reading experts. The books that pupils read are well matched to the sounds they know. Leaders help parents to support their

children read. Teachers use assessment well. When pupils struggle with reading, teachers intervene swiftly. Pupils get rewarded for the number of words they read. They talk enthusiastically about the books they have read in class such as 'The Boy at the Back of the Class'. Pupils develop a love for reading.

The early years curriculum is well planned. Leaders ensure that the early years classrooms are well resourced. This allows pupils to play, and develop an understanding of the world around them. Adults support children well. This helps children to become confident and independent. Children in the early years are well prepared for the next stage.

Leaders identify pupils' learning needs early. Teachers use information about pupils with SEND to help them achieve across the curriculum. Additional adults support pupils well. Some of the targets for pupils with SEND are not as precise as they could be. This means that although pupils with SEND achieve, some do not achieve as well as they could.

Pupils are polite and respectful. Teachers use the 'three chance' system consistently. When pupils make wrong choices, they have time to reflect to help them not make the same mistake again. When the whole class behaves well, pupils are awarded a 'team treasure'. When pupils show good learning behaviour, teachers recognise this with blue raffle tickets. Pupils show positive attitudes to their learning. Although pupils' attendance to school has improved, there are still some pupils who are persistently absent.

Pupils value the range of external speakers they hear from. Pupils can take on leadership roles to help in the school. Examples include lunchtime leaders and reading ambassadors. Pupils understand the protected characteristics and British values. They are well prepared to be active citizens in modern Britain.

Staff are proud to work at this school. They know that leaders consider their workload and well-being. Leaders remove any unnecessary pressures from staff so they can focus on educating pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide staff with regular training, including weekly briefings, so that they know how to keep pupils safe. Staff report and respond to safeguarding concerns.

Leaders are aware of potential local safeguarding risks. They ensure that the curriculum supports pupils to know how to stay safe. This includes being safe when online. Leaders engage external agencies to support pupils when needed.

Pupils know there is someone to talk to if they have a worry or a concern.

The trust provides effective oversight of safeguarding procedures, including safer recruitment.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of foundation subjects have been replanned. Teachers are in the early stages of teaching these plans to pupils. Pupils do not yet demonstrate the depth of knowledge in these subjects as they do in other subjects. Leaders should ensure that these new subject plans are as well embedded in the curriculum as all other subject plans.
- The targets for some pupils with SEND are not as precise as they could be. This means that some of these pupils do not achieve as well as they could. Leaders must ensure that the targets set for all pupils with SEND are precise so they can achieve the best possible outcomes.
- Some pupils are absent from school too often. They do not benefit from the well-planned curriculum that leaders have developed. Leaders must ensure that attendance for those pupils who are persistently absent continues to improve.

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	137443
Local authority	Nottingham
Inspection number	10241096
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	187
Appropriate authority	Board of trustees
Chair of trust	Andrew Buck
Headteacher	Ross Middleton (Executive Headteacher)
Website	www.warrenacademy.co.uk
Date of previous inspection	26 and 27 February 2019, under section 5 of the Education Act 2005

Information about this school

- The school as part of L.E.A.D Multi Academy Trust.
- The school does not use alternative provision.
- The school has nursery provision for 3- to 4-year-olds.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, geography and computing. For each deep dive, the inspector discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils and looked at samples of pupils' work.

- The inspector listened to a sample of pupils in key stages 1 and 2 reading to a familiar adult.
- Inspectors also visited a range of lessons in other subjects. For these subjects, they checked the work that pupils had produced, looked at subject plans and spoke to subject leaders.
- Inspectors met with leaders responsible for: behaviour; personal development; the early years foundation stage; and the provision for pupils with SEND.
- Inspectors met with groups of pupils from key stages 1 and 2.
- The lead inspector met with the safeguarding leaders to discuss the actions taken to keep pupils safe. He reviewed a range of documents related to safeguarding, including the school's single central record.
- The lead inspector reviewed a range of documents, including the school's self-evaluation and improvement plan.
- The lead inspector met with the chair of the governing body.
- The lead inspector met with representatives of the trust.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff questionnaire.

Inspection team

Rakesh Patel, lead inspector

His Majesty's Inspector

Luella Manssen

Ofsted Inspector

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