

Warrender Primary School

Address: Old Hatch Manor, HA4 8QG

Unique reference number (URN): 102409

Inspection report: 6 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve highly. The quality of pupils' written work and their understanding of the curriculum reflect this. Pupils develop detailed knowledge across a range of subjects. For example, pupils in Year 6 confidently read and write short sentences in French explaining their grammatical and vocabulary choices in detail.

Pupils have secured strong foundations in reading, writing and mathematics. The end-of-year outcomes for Year 6 in national reading, writing and mathematics tests are above national averages. Likewise, pupils achieve highly in the phonics screening test at the end of Year 1. This helps pupils to read across the wider curriculum. Disadvantaged pupils, pupils with special educational needs and/or disabilities and pupils who face other barriers to learning build securely on what they already know. This prepares pupils well for their next steps in education.

Attendance and behaviour

Strong standard ●

Attendance is given priority. This starts in the early years where leaders promote and expect high attendance. Leaders have appropriate processes in place to monitor and track attendance. They take appropriate action to address attendance concerns as soon as they arise. This means that families and pupils quickly receive the help they need. As a result, attendance is consistently high.

Pupils' behaviour across the school is excellent. This is because children are taught the importance of collaboration and positive learning behaviours from the early years onwards. Staff consistently model and promote the school's values. Pupils learn in calm, positive learning environments where learning is not interrupted. Bullying is rare. Leaders take appropriate action should any incidents of bullying occur.

Pupils are highly motivated to achieve well. They are taught the importance of resilience and receive specific praise for overcoming barriers. Staff have a thorough understanding of pupils' social, emotional and behaviour needs. Leaders identify possible triggers to pupils' behaviour. They put in place carefully thought-through approaches to help pupils manage their behaviour. Pupils are taught how to describe their emotions. Pupils use strategies they have been taught if they feel unsettled. For example, pupils initiate quick movement breaks, which supports them to focus on their learning and manage their emotions.

Curriculum and teaching

Strong standard ●

Leaders have designed an ambitious curriculum that helps pupils learn key knowledge in a logical order. Teachers ensure that pupils use subject-specific vocabulary confidently across subjects. For example, Year 3 pupils use words such as 'deforestation', 'pollution' and 'extreme poverty' when writing about the impact of an increasing population.

In the early years, teachers provide opportunities for children to regularly practise taught skills. For example, children independently make the number 5 using counters because teachers have taught them what each number is made up of.

Children begin to learn to read as soon as they join the Reception Year. Pupils learn to read quickly and confidently. Teaching helps pupils apply their knowledge of letters and sounds to read and write simple sentences. Staff have excellent subject knowledge. Targeted teaching addresses any gaps and misconceptions so that pupils keep up.

Leaders have an accurate understanding of the quality of teaching across the school. They are rigorous in checking the impact of the curriculum. Therefore, leaders make appropriate adaptations to the curriculum. For example, the screening of children's physical development in the early years has enabled leaders to adjust the provision for handwriting across the school. Teachers make effective adaptations so that pupils with special educational needs and/or disabilities or who face other barriers to learning achieve highly from their starting points.

Early years

Strong standard 

Children in the early years get off to a flying start. Leaders have identified key vocabulary that children will learn across the seven areas of learning. In the nursery, children eagerly name the shapes they will use to create a house. They accurately count the number of shapes in their creations. Teachers consistently model high expectations for spoken language. They expect children to speak in full sentences, and children do so with increasing confidence.

Teachers regularly check what children know. As a result, teachers make purposeful adaptations to their teaching approaches. This means that disadvantaged pupils, pupils with special educational needs and/or disabilities and pupils who face other barriers experience success in their learning.

Teachers have the expertise to teach early reading highly effectively. Therefore, children have the skills to segment and blend words with increasing confidence. Children are very eager to write. They make good attempts at spelling unfamiliar words in their writing. This is because they know the sounds that letters represent. This prepares children well for learning in Year 1.

Children in the early years happily learn and play alongside one another. This is because teachers consistently reinforce positive learning behaviours. This creates a joyful learning environment where pupils flourish. Staff work effectively with parents and carers.

Inclusion

Strong standard 

Inclusion is at the forefront of the school's work. Leaders have established high expectations of what pupils can achieve, regardless of any barriers they may face.

From the early years, staff quickly identify and assess pupils' needs. Leaders have ensured staff have the knowledge and expertise to support pupils effectively. Staff have a thorough

understanding of pupils' needs and their next steps. They put in place appropriate teaching approaches and support pupils who face barriers to learning effectively. Therefore, these pupils access learning across the curriculum and make strong progress from their starting points. Leaders build trusting relationships with parents and carers and work alongside them to ensure pupils thrive.

Leaders, including governors, have robust processes in place to monitor the impact of the pupil premium funding strategy. Disadvantaged pupils and those who face other barriers to their learning benefit from highly effective targeted pastoral support. For example, pupils learn how to self-manage their emotions through the use of boxing skills. Trained staff support pupils to talk about their feelings and help them navigate any challenges they may face. As a result, pupils develop self-belief, confidence and resilience.

There is a wealth of enrichment opportunities on offer here. Leaders take deliberate actions to ensure disadvantaged pupils and those who face other barriers can access these.

Leadership and governance

Strong standard ●

Leaders and governors have an accurate and informed understanding of the strengths and next steps for the school. Leaders identify priorities for improvement, ensuring that approaches and actions are underpinned by robust evidence.

Governors have appropriate processes in place to assure themselves that leaders' actions are effective and lead to sustained improvement. Governors check the effectiveness of the school's safeguarding procedures and fulfil their statutory duties.

Professional learning opportunities are sharply focused on ensuring that pupils receive a high-quality education. Staff learn from each other and external speakers to continuously develop their teaching practice. Teachers at the early stages of their careers are well supported. Evidence-informed research about how pupils learn underpins the approaches that leaders take. This ensures that leaders make decisions in the best interests of pupils, including pupils with special educational needs and/or disabilities and those facing other barriers.

Staff feel valued as members of the Warrender community. They speak highly of leaders' efforts to ensure all staff understand and fulfil their roles so that pupils achieve, thrive and flourish. Staff feel confident that should they have any worries, leaders will listen and take action.

Leaders and governors have established effective relationships with parents and carers and the local community. Parents value the work of the school, and in turn, work collaboratively to raise additional funds to support it.

Personal development and wellbeing

Strong standard ●

The personal, social and health education programme is well designed and tailored to meet the needs of pupils and the school community. Deliberate adaptations are made to the curriculum in light of local and national issues. This helps pupils to develop an

understanding of challenges that may impact others. Pupils are given frequent opportunities to debate ethical issues. This develops respect for the views and opinions of others. This helps pupils develop a deep understanding of fundamental British values. They become tolerant and respectful of the importance of law and democracy.

The school's development of pupils' character is a strength. Impactful pupil leadership opportunities support them to become active citizens who contribute to the community. For example, pupils visit a local café to socialise and play board games with elderly members of the community. Pupils develop a deep appreciation of the importance of difference. They understand different faiths. They recognise that some of the things that make people different are protected by law.

Pupils, including those with special educational needs and/or disabilities and those facing other barriers, learn about consent, healthy relationships and the risks they may face online in an age-appropriate manner. This helps pupils keep themselves and each other safe.

The school provides an extensive range of clubs, such as boxing, art and choir, many at the request of pupils. Leaders analyse the take up of clubs and ensure pupils, including disadvantaged pupils, access all the school has to offer. This helps disadvantaged pupils try out and develop new interests.

Pupils help shape important decisions, such as improving the lunch menu to make it even better. They actively support their classmates' wellbeing because they enact the school's values of respect and support. This creates a school community where pupils feel a strong sense of belonging.

What it's like to be a pupil at this school

Pupils are overwhelmingly positive about their school. They attend well, enjoy learning and achieve highly. Teachers make learning purposeful and exciting. They expect the very best of pupils.

Pupils value the nurturing relationships between staff and pupils. Staff know pupils very well and care deeply about them. This means pupils are safe and happy. Pupils know that if they have a worry, a trusted adult will make time to listen and help them.

A sense of harmony and togetherness pervades this school. Children from the early years learn the importance of being kind and helping others. Pupils line up calmly to receive a friendly handshake from members of staff as they enter the school. Older pupils take pride in their roles as ambassadors. They greet younger pupils as they arrive in the morning, walking them into school and happily chatting to them as they go. This creates an uplifting start to the school day.

Pupils learn a broad and logically ordered curriculum. They learn important concepts that build on what teachers have previously taught. Pupils with special educational needs and/or disabilities, and those facing other barriers, learn alongside their peers and achieve well. Leaders ensure these pupils access all the school has to offer.

Behaviour is very positive across the school. This starts in the Nursery, where staff teach children the importance of being kind to their classmates. Pupils demonstrate high levels of respect and kindness during lessons and social times. Bullying hardly ever happens, because leaders act quickly to address any incidents.

Pupils celebrate and value difference. They learn about the importance of fairness and rights. This helps pupils to understand the impact they have on others in their school. These experiences prepare them well to play a positive role in modern Britain.

Next steps

- Leaders and those responsible for governance should sustain the effectiveness of their work in all areas. They should seek continued improvement, overcoming barriers and challenges, in order to drive a transformational impact for all pupils. This includes disadvantaged pupils, those with special educational needs and/or disabilities, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.

About this inspection

The chair of the board of governors in this school is Wendy Maynard.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy headteacher and other senior leaders in the school. Inspectors also spoke with members of the Governing Body and a representative from the local authority.

The inspectors confirmed the following information about the school:

The school currently makes use of one alternative provision.

Headteacher: Helen Brown

Lead inspector:

Deborah Walters, His Majesty's Inspector

Team inspectors:

Karen Matthews, Ofsted Inspector

David Radomsky, His Majesty's Inspector

Alan McDougall, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 6 January 2026

School and pupil context

Total pupils

434

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

465

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

8.35%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.15%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

11.75%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	61%	Above
2024/25	76%	62%	Above
2023/24	67%	61%	Close to average
2022/23	74%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	74%	Above
2024/25	86%	75%	Above
2023/24	70%	74%	Close to average
2022/23	78%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	72%	Above
2024/25	80%	72%	Above
2023/24	80%	72%	Above
2022/23	78%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	73%	Above
2024/25	86%	74%	Above
2023/24	87%	73%	Above
2022/23	78%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	38%	46%	Close to average
2024/25	S	47%	S
2023/24	S	46%	S
2022/23	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	46%	62%	Below
2024/25	S	63%	S
2023/24	S	62%	S
2022/23	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	59%	Close to average
2024/25	S	59%	S
2023/24	S	58%	S
2022/23	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	60%	Close to average
2024/25	S	61%	S
2023/24	S	59%	S
2022/23	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	38%	68%	-29 pp
2024/25	S	69%	S
2023/24	S	67%	S
2022/23	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	46%	80%	-33 pp
2024/25	S	81%	S
2023/24	S	80%	S
2022/23	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	62%	78%	-16 pp
2024/25	S	78%	S
2023/24	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	80%	-26 pp
2024/25	S	81%	S
2023/24	S	79%	S
2022/23	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	4.0%	5.2%	Below
2023/24	4.1%	5.5%	Below
2022/23	4.7%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	8.2%	13.3%	Below
2023/24	6.1%	14.6%	Below
2022/23	7.9%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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