

# Inspection of a good school: The Warren School

Whalebone Lane North, Chadwell Heath, Romford, Essex RM6 6SB

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Inspection dates:

7 and 8 February 2023

## **Outcome**

The Warren School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

## **What is it like to attend this school?**

Pupils are safe and enjoy attending The Warren School. They are very well supported by staff. Pupils have no concerns about bullying. Ambassadors in each year group provide help if any incidences occur. Leaders take these rare instances seriously and respond effectively. Pupils are expected and encouraged to take on responsibilities to develop their leadership. For example, sixth-form students tutor their younger peers and help them with their reading.

Lessons are calm and focused. Pupils behave consistently well because they understand the systems that are in place. Staff have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). They know their pupils well and support them to achieve highly. As a result, nobody is left behind in their learning. Many pupils choose to join the school's growing sixth form.

Pupils' wider development is well planned for. They are supported to meet 'The Warren School Pledges' during their time at the school. This includes participating in different activities and attending residential and overseas visits. Additionally, there are a wide range of opportunities in all subjects for learning beyond the classroom. For example, pupils studying English visit Shakespeare's Globe and those studying engineering work with a local construction company to understand site surveys.

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

Leaders have designed an ambitious curriculum in all subjects. What is taught often exceeds what is expected nationally. Leaders ensure that every pupil, including those in the specialist provision, makes ambitious choices at GCSE. As a result, all pupils access a broad and aspirational curriculum.

Leaders have identified the important knowledge that pupils need to know and remember. This is sequenced logically, ensuring that pupils revisit key knowledge and build their understanding over time. For example, in science, younger pupils learn about the structure of cells. They apply this knowledge successfully when they study the different organs of the human body. This supports pupils to explore more complex ideas such as cell division. Similarly, in design and technology, pupils practise using specialist tools to make simple objects such as a bottle opener. Older pupils build successfully on this knowledge when using more advanced equipment and techniques, such as using laser cutters to cast pewter. Pupils, including those in the sixth form, understand what they are learning and how this builds on their prior knowledge.

Teachers have expert subject knowledge. They use this to present information clearly and regularly check what pupils know and remember. Where teachers identify misconceptions, they are swiftly addressed. As a result, pupils are well placed to tackle more challenging concepts as they advance through the curriculum.

Pupils with SEND are exceptionally well supported. Leaders ensure that all staff have the highest aspirations for these pupils. Staff have expert knowledge of pupils' needs and provide adaptations to ensure that pupils secure new knowledge. As a result, pupils with SEND are well prepared for their next steps in education.

Leaders want all pupils to read widely and often. This is realised through regular opportunities for staff and pupils to enjoy reading together. Staff help pupils to select appropriate books. The English curriculum ensures that pupils read a range of diverse texts, including poetry from different cultures. Pupils needing additional help with their reading benefit from carefully tailored support, including for phonics. As a result, these pupils are well supported to become more fluent and confident readers.

Staff have high expectations of pupils' behaviour. Pupils show consistently positive attitudes to their learning. On the rare occasions where leaders' high expectations are not met, leaders put in place appropriate support for individual pupils.

The personal, social, health and economic education curriculum encourages pupils to engage with important topics, such as hate crime. Pupils discuss the value of democracy and elect their own Youth Parliament. Leaders have developed a comprehensive programme to prepare pupils for their next stage of education, employment or training. They have made strong links with local employers, including the BBC, who regularly speak with pupils.

Leaders work with staff continuously to improve the school. Staff are proud to work here. They feel that their workload is well considered and managed. They appreciate the opportunities they have to learn from and collaborate with their colleagues.

## **Safeguarding**

The arrangements for safeguarding are effective.

Regular training takes place for staff, covering a wide range of important and topical safeguarding issues. As a result, staff know how to report any safeguarding concerns that they may have. Detailed records illustrate that leaders deal effectively with these concerns. They liaise with a range of external agencies and readily challenge safeguarding partners where they feel pupils' needs are not being met. Pupils know that they will get the support they need. Similarly, they are given regular messages about staying safe. For example, pupils are helped to understand how to stay safe online.

Leaders carry out appropriate checks when recruiting new staff. Governors support leaders with frequent reviews of safeguarding arrangements.

## 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 school to be good in December 2017.

## 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

<b>Unique reference number</b>	141178
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10255449
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1324
<b>Of which, number on roll in the sixth form</b>	264
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David Low
<b>Headteacher</b>	Jennifer Ashe
<b>Website</b>	<a href="http://www.thewarrenschoo.net">www.thewarrenschoo.net</a>
<b>Date of previous inspection</b>	6 and 7 December 2017, under section 5 of the Education Act 2005

## Information about this school

- The school has a specialist resource base for 15 pupils with moderate learning difficulties.
- The school uses one registered alternative provider.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

- 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.

- During the inspection, inspectors held meetings with the principal and other senior leaders. Inspectors met with trustees and staff from the Loxford School Trust, including the chief executive officer.
- Inspectors carried out deep dives in English, science, design and technology, and modern foreign languages. They met with subject leaders to discuss the curriculum, visited lessons, spoke with teachers, spoke with pupils and looked at samples of their work.
- The curriculum in other subjects was considered as part of the inspection.
- To evaluate safeguarding, inspectors checked procedures for recruiting new members of staff. They also met with leaders to discuss how they put safeguarding policies into practice.
- Inspectors gathered the views of pupils, parents and carers, and staff through discussions and responses to Ofsted’s online surveys.

### **Inspection team**

Hannah Glossop, lead inspector

His Majesty’s Inspector

Yvonne Chisholm

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