

Inspection of Ardleigh Green Junior School

Ardleigh Green Road, Hornchurch, Essex RM11 2SP

Inspection dates: 13 and 14 December 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Ardleigh Green Junior School under section 5 of the Education Act 2005. However, Ofsted previously judged Ardleigh Green Junior School (Ardleigh Green Learning Federation) to be outstanding, before it opened as Ardleigh Green Junior School as a result of conversion to academy status.

The headteacher of this school is Janelle Johnson. This school is part of Empower Learning Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Simon London, and overseen by a board of trustees, chaired by Keith Butcher.

What is it like to attend this school?

There is a warm welcome from staff and pupils at Ardleigh Green. This is a lively and happy community where 'everyone grows'. Pupils are enthusiastic about their learning and take great pride in their school. Their behaviour in lessons and around the school is exemplary. Parents and carers praise the care that staff at all levels provide for pupils.

Staff have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils live up to these expectations. They are eager to learn and consistently produce work of high quality. Pupils are confident communicators who show great curiosity about the world. They achieve highly.

The new leadership team continues to champion the school's strong ethos and values. Relationships between staff and pupils are warm and respectful. Pupils look forward to singing assemblies, which contribute to the strong sense of belonging and community that leaders have established. Pupils feel safe and supported. They know that staff take care of them.

Pupils enjoy coming to school and attend well. Pupils are encouraged to celebrate their own and others' achievements, which helps them to grow in confidence.

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

The school has recently undergone changes in leadership and management. Staff, parents and governors are effusive in their praise for how these changes have been managed. There is a close and collaborative relationship between the infant and junior schools. Many staff work across both schools. This helps to ensure continuity in pupils' learning and a smooth transition for pupils joining the junior school.

There is a rich and ambitious curriculum that matches, and, in some subjects, exceeds, the aims of the national curriculum. It has been carefully designed so that there is a clear progression of knowledge and skills. Teachers have excellent subject knowledge and are skilled in supporting pupils to build a depth of knowledge in each subject over time.

In lessons, teachers make sure that pupils are secure in their learning before moving on. Pupils are familiar with the 'rewind' activity, for example where they recap what they have learned previously. This helps to ensure that pupils have the knowledge they need to attempt more complex tasks. For example, in computing, pupils first secure their knowledge of sequencing before going on to learn about algorithms. The curriculum has also been designed to help pupils make connections in their learning. For example, as part of 'science week', pupils learn about real-life experiences of working in the science industries.

Staff skilfully adapt teaching so that pupils with SEND access the same ambitious learning opportunities as their peers. Pupils who need additional support are

identified quickly and given the help they need. For example, in physical education, some pupils receive additional support to develop their technique in sports such as archery. This helps these pupils to achieve the same high outcomes as their peers.

Pupils' behaviour and attitudes to learning are exceptional. They approach new tasks with enthusiasm. Pupils know what is expected of them and work to achieve this. Pupils are kind and considerate and are quick to help each other in lessons. Bullying is rare. Where it occurs, it is dealt with promptly.

Reading is celebrated across the school. Pupils enjoy daily story time and independent reading. Pupils typically described reading as 'a treat not a chore'. They look forward to choosing from the recommended reading lists and 'special bookshelves'. There are clear systems for checking pupils' reading knowledge when they join the school. Pupils who need extra support are prioritised. As a result, they quickly become confident and fluent readers.

The same high ambition is reflected for pupils' personal development. Pupils are taught how to be responsible, global citizens. They find out about how to make safe choices online and they build a deep knowledge about the digital world. Pupils develop their leadership skills through roles such as 'play leaders' and 'reading buddies'. There is high take-up of the rich and varied opportunities for pupils to develop their talents and interests.

Staff are proud to work here and are highly valued. Staff well-being is a priority for leaders at all levels. Those responsible for governance work closely with leaders to support their vision for continued improvement.

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a

social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	149451
Local authority	Havering
Inspection number	10290396
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	361
Appropriate authority	Board of trustees
Chair of trust	Keith Butcher
CEO of the trust	Simon London
Headteacher	Janelle Johnson
Website	www.ardleighgreenjun.org.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Empower Learning Trust.
- Ardleigh Green Junior School converted to become an academy in December 2022. When its predecessor school, Ardleigh Green Junior School (Ardleigh Green Learning Federation) was last inspected by Ofsted, it was judged to be outstanding.
- The headteacher took up post in September 2023. The headteacher was previously the head of school.
- The school does not use any alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education, computing. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- Inspectors met with school leaders, the chief executive officer of the trust, members of the local governing committee and a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to Ofsted's online surveys for parents, staff and pupils.

Inspection team

Polly Haste, lead inspector	His Majesty's Inspector
Luke Stubbles	His Majesty's Inspector
Eleanor Ross	His Majesty's Inspector

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