

# Inspection of Warren Junior School

Gordon Road, Chadwell Heath, Romford, Essex RM6 6DA

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Inspection dates: 12 and 13 March 2024

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Previous inspection grade

Outstanding

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

This is a happy and kind place where all are welcomed. Pupils are highly motivated to learn and achieve their best in this nurturing school. They thrive here. They know how their education and character development lead to a respectful culture where all pupils feel valued and safe. The well-being of others is the bedrock of the trusting relationships within the school.

Standards of behaviour are consistently high. Pupils are given the tools to demonstrate high levels of self-discipline and control. Leaders have created an environment that is positive and purposeful.

The school ensures that all pupils benefit from a highly coordinated approach to enriching the curriculum. Pupils enjoy taking part in the extensive range of clubs, educational visits and wider opportunities provided. Pupils value the many events that enable them to share and celebrate different cultures, including Bollywood dancing and visits to places of worship.

Pupils learn the importance of values such as honesty and empathy. They know that as young leaders with responsibilities, such as well-being leaders and school councillors, they are role models to others. They carry out these duties with pride. Pupils successfully represent the school in sporting competitions, including cricket, cross-country and ten-pin bowling.

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

The school has a well-sequenced and resourced curriculum that enables all pupils to succeed. Leaders ensure that there is a clear progression of knowledge and skills which are regularly revisited. Curricular concepts and knowledge are explicitly defined in all subjects. This enables pupils to know and remember key knowledge in a coherent and systematic way. The school has carefully considered enrichment opportunities embedded in the curricular thinking, for all subjects.

Teachers have secure knowledge and understand how knowledge is precisely broken down into small parts and builds gradually as pupils move through the school. For instance, the progression in pupils' sketchbooks demonstrates that pupils explore textures and parts in art with increasing complexity. Pupils apply their mathematical understanding of concepts to a range of problem-solving contexts. Questions are used in a small unit of work to reinforce the work carried out and apply their concepts in class. Staff present information clearly and provide explicit instructions, which enables pupils to know and understand what they are learning. Teaching is adapted to meet the individual needs of pupils with special educational needs and/or disabilities and celebrates their strengths. As a result, all pupils flourish and achieve well. This can be seen in lessons and in pupils' work.

The school prioritises reading. Staff are trained to consistently deliver the phonics programme when required. Pupils enjoy the many opportunities to explore texts in

detail. Pupils learn to develop and apply skills such as inference and deduction to share their idea of the author's intent or to make predictions. They use scanning and retrieval techniques to find quotes to support their explanations of the text to which they are exposed. Pupils become confident and fluent readers. The school helps parents to support their children with their reading at home. Pupils' reading records show positive parental engagement.

Learning goes uninterrupted because pupils listen and concentrate well. They are keen and confident in talking about what they are learning. They show enthusiasm and enjoyment during lessons. They are not afraid to make mistakes. Leaders are very thorough in their approach to attendance. They build strong relationships with families in encouraging pupils' regular attendance to school.

Pupils' personal development is embedded in the curriculum. Leaders provide additional opportunities through weekly assemblies, educational visits and enrichment activities. Pupils know that 'no one has the right to touch them without consent'. Pupils are taught a variety of acronyms to remember important knowledge. For example, pupils use 'DOSE' to recall important hormones, including dopamine, oxytocin, serotonin, endorphin. They know these hormones affect the way people feel. They refer to these as 'good drugs'. Pupils are taught important life skills to be successful citizens.

Parental engagement is strong because parents and carers enjoy learning alongside their children. Subject leadership is well developed and ensures there is a consistent approach to the delivery of the curriculum. Staff are empowered and trusted to fulfil their roles, share expertise and learn from each other. Staff felt appreciated, valued and well-supported by leaders. They appreciate leaders' high focus on their well-being and delegation of responsibilities that prevents workloads becoming overloaded. Those responsible for governance are knowledgeable. They are instrumental in shaping and realising the school's vision and aspirations. The school is determined in ensuring pupils are well prepared for the next stage of education.

## **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 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

<b>Unique reference number</b>	101219
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10296585
<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	556
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Glenda Paddle
<b>Headteacher</b>	Jamie Bell
<b>Website</b>	<a href="http://www.warrenjunior.co.uk">www.warrenjunior.co.uk</a>
<b>Dates of previous inspection</b>	14 and 15 November 2012, under section 5 of the Education Act 2005

## Information about this school

- The school is a member of the Furze-Warren hard federation, with one other infant school.
- There is one governing body for both schools within the federation. Some members of staff are shared across both schools.
- The school does not make use of any registered 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 had 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 met with the headteacher, the chair and members of the local governing body, senior leaders and a range of staff.
- Inspectors carried out deep dives in reading, mathematics, history and geography. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, met with teachers, spoke to some pupils about their learning and considered pupils' work.
- Inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, 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 the views of parents, pupils and staff, including through Ofsted's online surveys.

### **Inspection team**

Lascelles Haughton, lead inspector	His Majesty's Inspector
Mark Smith	His Majesty's Inspector
Richard Poddington	Ofsted Inspector
Allan McLean	Ofsted Inspector

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