

Inspection of The Warren School

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

Inspection dates: 15 and 16 May 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Sixth-form provision

Outstanding

Previous inspection grade

Good

The headteacher of this school is Jennifer Ashe. This school is part of Loxford School Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Anita Johnson, and overseen by a board of trustees, chaired by David Low.

What is it like to attend this school?

Pupils are incredibly keen to learn and enjoy being with their friends. Staff build strong working relationships with pupils and are very mindful of their well-being. As a result, pupils are happy in school and they attend well. Pupils are taught how to keep themselves safe, and the school provides a safe environment in which pupils can learn and flourish.

The school has exceptionally high expectations of every pupil in the school. It is relentless in its work to remove barriers to learning so that every pupil can achieve their full potential, no matter what their starting point is. As a result, pupils achieve excellent examination outcomes at the end of Year 11, as well as at the end of Year 13, when they finish sixth form. Pupils are extremely well prepared for the next stage of their education or work. Increasingly, more pupils are choosing to study at the school's sixth form, and sixth-form students aspire to attend a range of universities or apply for competitive degree apprenticeships.

Pupils' behaviour is excellent. Learning is rarely interrupted due to low-level disruptions in class. On the rare occasions this happens, it is dealt with swiftly by staff. Outside of lessons, pupils move around the building purposefully to get to their next lesson or to enjoy their breaktimes.

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

The school has designed an impressive curriculum that is broad, ambitious and meets the needs of all pupils in the school. Pupils study all the subjects in the national curriculum as well as additional subjects, such as drama and dance. In the sixth form, there is also a broad range of A-level and applied courses for students to choose from. The ambition and richness of what pupils study from the outset of Year 7 are consistently strong.

Subject leadership has designed programmes with ambitious endpoints that often stretch beyond the national curriculum. The school thinks carefully about how to break down the knowledge and skills that it wants pupils to know and remember into manageable chunks. This enables pupils to build on their knowledge step by step. For example, in languages, Year 7 pupils learn key vocabulary in a topic related to the present tense. In later years, pupils revisit the vocabulary and grammar learned in Year 7 and then build on this very effectively, for instance with more sophisticated vocabulary and different tenses.

Teachers have strong subject knowledge and consistently deliver the curriculum as planned. This is, in part, due to subject leadership working collaboratively with its department teams to design how the subject will be taught. Teachers choose appropriate activities in lessons to enable pupils to learn securely the essential knowledge that they need. Teaching uses a variety of purposeful techniques to check what pupils know and remember. For instance, the 'pop backs' approach allows teachers to check what pupils recall from previous lessons. If teachers

identify gaps in knowledge or misconceptions, they address these quickly. Pupils respond positively to teachers' guidance, because they want to improve their understanding and correct any mistakes that they have made.

The school has robust systems in place to ensure that it identifies the needs of pupils with special educational needs and/or disabilities (SEND) as soon as they arrive at the school. This includes pupils who join the specially resourced provision. Pupils quickly receive the support that they need. This is bespoke to each pupil's circumstances. For example, it might be in 'nurture' groups in Years 7 and 8 or with additional support in the classroom. 'SEND ambassadors' in each department work to ensure that their subject is adapted so that all pupils can access it fully. Leaders also assess pupils' reading and put support in place for pupils not reading with the accuracy or fluency that they would expect. The school actively promotes the joy of reading through 'drop everything and read' sessions, with pupils expected to always have a reading book with them.

Pupils' attitudes to their learning are excellent. They understand the school's high expectations regarding attendance and punctuality and are motivated to achieve well. They listen carefully in class and are respectful to one another in discussions. Sixth-form students support staff during breaktimes in the school canteen, thereby contributing to the calm environment of the school. Pupils value the school's rewards systems. They said that both rewards and consequences are applied consistently and fairly by staff. The school has thorough strategies and systems for following up on any attendance concerns and securing necessary improvements.

The school has a vision to provide pupils with an extensive education that goes beyond the academic subjects studied. Leaders ensure that all pupils are involved in these additional activities. For example, all pupils in Years 7 to 9 participate in educational visits funded by the school. These visits are linked to the curriculum, for example to the British Library for English, the Science Museum for mathematics and the Natural History Museum for science. Pupils also participate in a wide range of clubs and after-school activities. Leaders check pupils' engagement with the wider curriculum via the school 'Pledge', which aims to ensure that all pupils are prepared for life in modern Britain. The provision on offer is impressive. Students in the sixth form continue to study a comprehensive personal, social, health and economic curriculum until Year 13. This is enhanced with the 'LOX 100' programme, which further broadens all students' experiences and prepares them for life beyond school. Careers advice is timely and well structured.

Trustees have a detailed understanding of the work of the school and ensure that it meets its statutory duties. Leaders at all levels, from the trust down, are effective in making sure that pupils achieve the ambitious goals that they have set for them. Trust improvement directors support and challenge school leaders effectively. Senior and middle leadership ensure that there is a consistency of approach across the school, with everything focusing on securing the highest quality of outcomes for pupils. Staff are helped to manage their workload well and feel supported by leaders.

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	141178
Local authority	Barking and Dagenham
Inspection number	10296654
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,333
Of which, number on roll in the sixth form	256
Appropriate authority	Board of trustees
Chair of trust	David Low
CEO of the trust	Anita Johnson
Headteacher	Jennifer Ashe
Website	www.thewarrenschoo.net
Dates of previous inspection	7 and 8 February 2023, under section 8 of the Education Act 2005

Information about this school

- The school is part of Loxford School Trust.
- The school has a specially resourced provision for up to 15 pupils with moderate learning difficulties.
- The school uses one registered alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and the chief executive officer of the trust. Inspectors also met with other senior leaders and school improvement directors from the trust. Inspectors met with the chair of the trust and the chair and vice-chair of the academy board.
- Inspectors carried out deep dives in these subjects: English, geography, mathematics, modern foreign languages and science. 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 considered pupils' learning in other subjects, including art, business studies, economics and sociology.
- 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 met with groups of pupils in all key stages. Pupils' behaviour in lessons and at breaktimes was observed.
- Inspectors spoke to a range of staff about the school's work, including with regard to safeguarding and behaviour. Inspectors spoke to parents at the start of the school day. Inspectors also looked at staff's, parents' and pupils' responses to Ofsted's surveys.

Inspection team

Mark Smith, lead inspector	His Majesty's Inspector
Jennifer Bax	Ofsted Inspector
Joseph Sparks	Ofsted Inspector
Nevita Pandya	Ofsted Inspector
Jonty Archibald	Ofsted Inspector

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