

Warren Junior School

Gordon Road, Chadwell Heath, Romford, RM6 6DA

Inspection dates 14–15 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils make excellent progress and achieve very well in all of their subjects. They also make exceptionally good progress in the development of their speaking, reading and writing skills.
- Dynamic and strong leadership over many years has made the school highly effective. Inspired by the executive headteacher, all school leaders, staff and governors have high expectations and are ambitious for the success of every pupil. Collectively, the whole staff team strives for continuous improvement.
- The school has a very thorough understanding of its strengths and weaknesses. Teaching and learning are monitored exceptionally well and any shortcomings are swiftly remedied. This demonstrates the school's excellent capacity to improve further.
- Teachers' thorough planning and high expectations ensure pupils work hard and produce their best work.
- Teachers' outstanding use of imaginative activities and approaches in lessons captures the enthusiasm and interest of all pupils. The range of work and subjects covered ensures pupils are well prepared for the future.
- Pupils' behaviour is outstanding and pupils say that they feel extremely safe in school. Pupils display overwhelmingly positive attitudes to their learning. They work together well and support each other without question. This approach makes a strong contribution to their excellent progress.
- The school's very caring atmosphere underpins all aspects of school life and effectively promotes pupils' excellent spiritual, moral social and cultural education.
- As a result of these considerable strengths, the school's stated aim to realise the potential of every child is a reality.

Information about this inspection

- Inspectors gathered and evaluated a wide range of evidence of the school's work. They observed 16 teachers in 20 lessons, of which 15 were joint observations with senior leaders. In addition, inspectors made a number of other short visits to lessons. All class teachers were observed.
- Inspectors scrutinised a range of documentation including the school's checks on its performance, plans for improvement, day-to-day health and safety arrangements, safeguarding measures and policy documents. Inspectors analysed the school's records of pupils' rates of progress across the school.
- Meetings were held with the executive headteacher, the acting head of school, the senior leadership team and other staff in leadership roles. Inspectors met with groups of pupils to discuss their experiences of school and heard pupils reading in all year groups. Meetings were also held with a representative from the local authority and the Chair of the Governing Body.
- The inspection team took account of the four responses to the on-line Parent View survey, along with the school's recent survey of parents' and carers' views.

Inspection team

Hilary Macdonald, Lead inspector

Her Majesty's Inspector

Trevor Riddiough

Her Majesty's Inspector

Patricia Underwood

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school and is expanding further in September 2013.
- The school is led by an executive headteacher, who is also the executive headteacher of the feeder infant school. These two schools form part of a federation and share one governing body.
- The executive headteacher is a National Leader of Education. He, and other school staff, provide support to a number of other schools locally.
- The proportion of pupils from minority ethnic heritages is well above the national average, as is the proportion of those who speak English as an additional language.
- The proportion of pupils supported through pupil premium funding, which provides additional funding for pupils in local authority care and those known to be eligible for free school meals, is high compared with the national average.
- The proportion of disabled pupils and those with special educational needs supported by school action, school action plus or with a statement of special educational needs is similar to most schools.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Provide consistently clear guidance and feedback to pupils so that they know what to do to improve further by:
 - ensuring that teachers' comments in pupils' workbooks focus specifically on the identification of the next steps to their learning
 - ensuring at the start of lessons that pupils of all abilities understand how they will be able to demonstrate their new learning or improved skills.

Inspection judgements

The achievement of pupils

is outstanding

- Over many years, pupils at the end of Year 6 have attained standards in reading, writing and mathematics that are well above average. This is a significant accomplishment as pupils join the school in Year 3 with skills and knowledge that are broadly average. Many pupils join the school at other times and their careful induction ensures that they also make very good progress.
- In their time in school, pupils' progress is rapid, sustained and substantial in all subjects. Achievement in music is a strength as all pupils experience learning a musical instrument and how to sing very well. Pupils thrive personally and academically and no pupil is allowed to fall behind.
- Good reading skills and the enjoyment of books emerge early. Over time, progress in reading is outstanding. Pupils' reading is of a high standard and pupils confidently tackle unfamiliar words. Even the weakest readers learn to read with great expression. By the end of Year 6 nearly every pupil is a confident and fluent reader, deriving pleasure from a wide range of texts. In the national test in 2012 almost half of pupils made significantly more progress than expected in reading.
- Similar rapid progress occurs in mathematics and writing. For example, during the week, in ability groups, pupils learn the skills and techniques associated with a particular type of writing. At the end of the week, in all classes, pupils write at length applying their new learning and practising their new skills.
- Pupils who find learning more difficult are monitored closely. Much is expected of them and, if their progress starts to slow down, support, using a wide range of techniques, gives them the boost they need to catch up with reading, writing or mathematics. The same expectations apply to the most capable pupils. These pupils are given particularly challenging work that pushes them to higher levels, especially in mathematics where a significant number of the oldest pupils are tackling mathematical ideas and calculations that are not usually encountered until they are much older.
- Pupils eligible for the pupil premium, those who are new to speaking English, disabled pupils and those with special educational needs gain from carefully planned support in the classroom including from trained, highly skilled teaching assistants. A number of specialised literacy and numeracy programmes are also provided outside the classroom for individual or small groups of pupils. The spending of some of the pupil premium money on extra staff to teach additional programmes has led to these targeted pupils making outstanding progress.
- Ensuring that all pupils have the chance to succeed, while respecting differences in backgrounds, cultures and beliefs is central to the work of the school. Many lessons and assemblies include activities related to the different cultures in school, ensuring learning is meaningful and relevant to pupils' own experiences. For example, in Year 5, pupils considered the work of a Caribbean poet and discussed his use of dialect as well as imagery and rhyme.

The quality of teaching

is outstanding

- Teaching is outstanding with many strengths. Teachers have high expectations of what pupils can do and they plan motivating and captivating learning opportunities. Lessons progress at a brisk pace and pupils have the confidence and enthusiasm to keep up with this.
- Teachers make the intended learning clear at the start of every lesson and frequently use questioning to check for pupils' understanding. On some occasions, it is not very clear to different groups of pupils what they need to include in their work to demonstrate their new knowledge or improved skills.
- Teachers have accurate knowledge of what pupils know and can do. They plan lessons that build systematically on what has gone before ensuring pupils take next steps with confidence and success. This means that pupils develop their independent learning skills exceptionally well and do not rely on continuous adult support and intervention.

- Teachers use a variety of approaches to meet and respond to the differing learning needs of all groups of pupils. Lessons typically include a number of different activities, with opportunities to carry out practical tasks as they learn. This adds to pupils' enthusiasm and enjoyment.
- Plentiful opportunities exist for pupils to work together in different pairs or groupings and they are animated in discussion about their thinking and learning. Pupils are giving and generous of their own knowledge. They readily help others and are adept at explaining how to complete a task correctly. In this way pupils make a remarkable contribution to their own learning.
- Pupils' work is marked regularly in all subjects. Teachers comment about effort and behaviour and what a pupil has done well, as well as giving general advice on further improvement. However, this generalised approach to marking sometimes makes it difficult for pupils to identify with clarity exactly what it is they need to do to improve their work further.
- Arrangements to provide specialist support and teaching for disabled pupils and those with special educational needs are highly effective. For example as observed in a Year 4 science lesson, the teacher's positive and sensitive response to pupils' behavioural difficulties ensured that no time was wasted and no learning was disrupted. Teaching assistants demonstrated an excellent understanding of pupils' emotional and learning needs.
- Teaching promotes pupils' spiritual, moral, social and cultural education well. For example, the 'morning meeting' in Year 4 does a great deal to promote positive and considerate behaviour with pupils learning how to appreciate the other's viewpoint. In all lessons, social interactions are encouraged and supported so that all pupils learn the value of pulling together as a team.

The behaviour and safety of pupils are outstanding

- The school places a very high priority on safety, pupils' well-being and school attendance. The school employs an attendance officer as well as a parent support adviser, and the head of school works in close partnership with these staff. As a result, families are exceptionally well supported and school attendance is well above average.
- Pupils have great awareness of their own contribution to ensuring that school is a safe and happy place. They operate a 'see it, say it, stop it' approach to unacceptable, unkind or bullying behaviours. Pupils know that adults will respond to concerns and that sanctions and rewards will be proportionate and fair.
- Pupils know about all types of bullying including racial, homophobic and cyber bullying. They have a greater than usual understanding of unacceptable words and actions and have reliable strategies to keep themselves safe in school and beyond. Within the diversity of Warren Junior School, a happy, supportive and highly cohesive atmosphere prevails.
- The school environment is a disciplined one. Pupils have a mature understanding of the impact of their own attitudes and behaviour upon their learning and school experiences. Year 6 pupils are proud of their contribution to running the school in their roles as Young Leaders.
- Staff contribute to pupils feeling safe by developing excellent relationships. Learning takes place in a positive and friendly atmosphere. Pupils like their teachers and trust them absolutely.
- Pupils' attitudes to learning are exceptional. Curiosity, determination, enquiry and enjoyment are successfully nurtured. Pupils are used to talking about their learning and throughout the school they take part in discussion with confidence. They continuously support and promote each other's learning.

The leadership and management are outstanding

- The executive headteacher and senior staff provide the school with outstanding leadership. Collectively they hold a vision that balances relentless determination for continuous improvement with care and compassion for pupils and their families. As a result, all pupils succeed.
- Leadership of teaching and learning has been highly effective in developing the expertise of teachers over time. Expectations are high for teaching to be of the best possible quality and for

the staff to receive the highest quality training. There is a strong and widely held belief that the high quality teaching evident can become even better.

- Clear and constructive arrangements exist for the management of teacher performance where teachers are held accountable for their own development. Financial promotion is not automatic but is linked securely to performance. Subject leaders agree and reported to inspectors that 'performance management is rigorous, needed and useful because it is carried out in an atmosphere that is responsive to the needs of individual teachers with the needs of individual pupils at its heart'.
- Systems to check pupils' progress are rigorous and data tracking is used effectively to check how well pupils are doing as well as to identify areas for improvement.
- Pupil premium funding has been used outstandingly well to purchase additional advice and support for families in order that their children are not disadvantaged in any way. Extra staffing has also been bought to enable pupils to receive individualised help with reading, writing and mathematics. The impact of these interventions is monitored closely and it is evident from analysis of data, including average point scores, that the pupils receiving this support are making progress at least as good as their peers and sometimes better.
- The school's good work to promote equal opportunities and avoid discrimination ensures there is no underachievement by any groups of pupils. The work in different subjects provided for pupils is outstanding and provides pupils with an excellent framework for their learning. All pupils have their learning enriched through a wide range of visits, visitors, clubs and sporting activities, including memorable experiences such as taking part in the opening ceremony of the Olympic Games.
- The school works well with parents and carers, the community, other schools, the local children's centre, and agencies such as the health service which operates a clinic from the school site. The views of parents and carers, as well as those of pupils and staff, are regularly collected and responded to. The recent parent survey expressed unanimous confidence in the leadership of the school and what it provides.
- The local authority provides very light touch support for this outstanding school and regularly utilises the school in providing guidance and advice to other teachers and school leaders across the borough.
- **The governance of the school:**
 - The governing body is well informed by reports from the executive headteacher and other leaders. It is highly effective in holding school leaders to account for all aspects of the school's performance, including the management of teachers' performance and its impact on the quality of teaching. Governors understand the effectiveness of the school because they analyse, question and evaluate information given to them, including detailed information regarding pupils' progress and attainment. Governors hold a range of knowledge and skills to enable them to carry out their roles effectively. They are trained in child protection and safe recruitment and are vigilant in their duties to ensure pupils' safety. Governors oversee and closely monitor all school finances including the use of the pupil premium. They review the pupil premium action plan and know about the positive impact of interventions on raising attendance and achievement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101219
Local authority	Barking and Dagenham
Inspection number	402846

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	440
Appropriate authority	The governing body
Chair	Glenda Paddle
Headteacher	Gary Wilder
Date of previous school inspection	15–16 May 2008
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