

Inspection of Whybridge Junior School

Blacksmith's Lane, Rainham, Essex RM13 7AH

Inspection dates:	1 and 2 April 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Previous inspection grade	Good

The head of school is Sarah Warshow. This school is part of the Hornchurch 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 (CEO), Chris Hobson, and overseen by a board of trustees, chaired by Gillian Thumpston.

What is it like to attend this school?

Pupils thoroughly enjoy attending school. They are happy and kept safe. This is because relationships are warm and respectful. One parent, expressing the views of many, said the school community is like 'an extended family.' The work of the family support workers and emotional literacy support assistants makes a significant contribution to the sense of community.

Staff have ambitious expectations. Pupils learn a broad curriculum. They work incredibly hard and produce work of high quality. Pupils with special educational needs and/or disabilities (SEND) access the same learning and other opportunities as their peers. As a result, pupils typically achieve well and are well prepared for secondary school. The curriculum is enriched by visits, including to the Tate Modern, Planetarium and local secondary school, where pupils take part in a cookery lesson. Older pupils talk excitedly about their residential visit to Kent.

Pupils' behaviour is exemplary. They strive to be the best they can be and support their peers to do the same. This results in a harmonious environment conducive to learning. Pupils enjoy attending additional activities such as choir, gardening, calligraphy, and origami. The interests pupils develop are showcased through events such as 'Whybridge Has Talent,' the trust poetry competition and performances at local residential homes.

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

Pupils enjoy reading and do so with confidence. This is because of a well-designed and carefully taught reading curriculum. Pupils are swiftly assessed as they join the school, allowing those who need extra help to be identified. These pupils access precise phonics teaching. This helps them catch up, read with fluency and access more demanding texts.

The curriculum is typically well designed. The school has identified the important content for pupils to learn. This is structured so pupils can draw confidently on what they have learned previously to deepen their understanding. For example, in science, pupils use their knowledge about the parts of a plant to explain the life cycle of a flower. Similarly, in art, pupils apply their knowledge about line, tone, texture, and pattern to describe art from different times and cultures such as Warhol or Japanese art.

The curriculum is typically taught well. There is a focus on developing pupils' vocabulary. This helps pupils explain their learning in different subjects. In most instances, pupils' understanding is checked carefully. Any errors are identified swiftly and addressed, allowing pupils to learn effectively.

There are a few aspects of the curriculum in different subjects that are less clearly designed. In these instances, teaching does not provide pupils with sufficient opportunity to practise and embed these elements. As a result, some pupils do not develop the same depth of knowledge and understanding in these aspects of the curriculum.

Pupils with SEND are accurately identified and ably supported to achieve well. Staff make necessary adaptations to ensure pupils access the same curriculum as their peers wherever possible. Support staff have been carefully trained and have expert knowledge in supporting pupils with more complex needs.

Pupils are welcoming and friendly to each other, staff, and visitors. The school has prioritised developing the activities available outside. Pupils access a wide range of exciting opportunities, including den building and gym equipment. They engage positively, supporting each other in using equipment and taking personal responsibility for tidying away. Attendance rates are high, and the proportion of persistently absent pupils has decreased significantly.

The provision for personal development is designed to build character traits such as kindness, independence, resilience, and responsibility. Pupils learn about staying physically and emotionally healthy, including when online. Pupils understand what constitutes safe and respectful relationships, including the importance of consent. Pupils learn to appreciate the world around them through, for example, visiting art galleries and places of worship. Pupils take pride in their roles as ambassadors or on the school council. They contribute to the life of the school through, for example, leading assemblies on anti-bullying or creating a newsletter to promote reading.

Leaders, and those responsible for governance, understand the school's strengths and priorities. They ensure that staff are very well supported to develop professionally. Staff, including those at the earliest stages of their careers, are proud to work here. They value the support they receive, including for their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are aspects of the curriculum in some subjects that are less clearly designed or implemented. In these instances, pupils do not secure the same depth of knowledge and understanding and do not consistently achieve the intended outcomes. The school should ensure that the different elements that make up the curriculum in each subject are clearly designed and consistently implemented. This should include ensuring pupils have sufficient opportunity to learn, practise, revisit and secure important knowledge and skills in these areas.

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	144596
Local authority	Havering
Inspection number	10346049
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	359
Appropriate authority	Board of trustees
Chair of trust	Gillian Thumpston
CEO of the trust	Chris Hobson
Headteacher	Sarah Warshow (Head of School)
Website	www.whybridge-jun.havering.sch.uk
Dates of previous inspection	16 and 17 October 2019, under section 8 of the Education Act 2005

Information about this school

- The head of school took up her role in November 2019.
- The school has increased in size since the previous inspection. There are now three classes in each year group.
- The school does not currently make use of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 this into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, science, history, and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and looked at samples of their work. Inspectors also considered the curriculum in some other subjects.
- Discussions were held with senior and subject leaders and a range of staff. Inspectors met with the CEO of the Hornchurch Academy Trust and a group of trustees, including the chair of the trust board.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- 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.
- The views of pupils, parents and staff were gathered through discussions as well as considering their responses to Ofsted's online surveys.

Inspection team

Nick Turvey, lead inspector

His Majesty's Inspector

Hannah Glossop

His Majesty's Inspector

Lynne Dando

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025