

Inspection of Warden Hill Junior School

Birdsfoot Lane, Luton, Bedfordshire LU3 2DN

Inspection dates: 17 and 18 June 2025

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good



What is it like to attend this school?

Pupils thrive at this inclusive school. They understand and can articulate the school values, which underpin the choices they make. Pupils are respectful and tolerant of those around them. They value the diversity of people that make up their school community. Pupils feel safe and attend well.

Pupils benefit from the well-thought-out curriculum that is now in place. They value the range of different subjects they study and the exciting learning opportunities in their lessons. Pupils achieve well in most subjects. They are suitably prepared for secondary school.

Expectations of behaviour are high. Pupils eagerly meet these. For example, pupils return from the playground in a calm, orderly fashion at the end of lunchtime. They respond well to the clear structures and routines put in place around school. The school is a purposeful, positive place to learn.

Pupils have a strong, valued voice at this school. Every pupil is given the chance to take on at least one of the varied leadership roles in place. School councillors and house captains fulfil roles that develop their leadership skills. Pupils suggest and make meaningful improvements to the school. For example, changes to the school dinner menu and fundraising events have taken place as a result of their work.

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

The school has designed an ambitious curriculum. Staff identify what pupils must know, and this is taught with accuracy. This helps many pupils develop a depth of knowledge

over time. Some subjects are a real strength. For example, in art and design, pupils develop a strong understanding of the different skills and techniques. For instance, pupils confidently create and manipulate shapes as part of their collage work. They become very competent artists and produce high-quality work.

A strong early reading curriculum is in place. Teachers check pupils reading ability precisely. Any pupil who needs extra support gets the help they need to become a better reader. Trained staff teach these pupils the school's chosen phonics programme well. Pupils read books that match the sounds they have learned. This approach helps pupils to catch up with their peers. As pupils progress through the school, they access a reading curriculum that gives them a range of reading skills, broadens their knowledge and helps them become a better reader.

The school has introduced teaching strategies to support pupils to learn and remember what they have been taught. Some of these strategies are working well. For example, teachers revisit and build on pupils' previous learning before moving on to new knowledge. Some of the school's other chosen teaching approaches are not used as effectively. Sometimes, the school does not make sure that teachers check how well pupils learn essential curriculum content. As a result, on occasion, pupils do not achieve as well as they might.

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The needs of pupils with special educational needs and/or disabilities (SEND) are identified accurately. Plans include well-considered adaptations to curriculum delivery, which can be made to remove barriers to pupil's learning. These work well for most pupils. For some pupils though, learning activities are not designed in a way that supports them to learn effectively. Some pupils with SEND are given learning tasks that do not meet their needs well.

The school monitors levels of pupils' attendance carefully. It works well with families to address barriers promptly. Pupils' attendance has improved as a result of this work. Pupils follow the school's behaviour expectations with thought and care. There is a purposeful atmosphere in lessons.

The school's programme to promote pupils' wider development is strong. Pupils are taught to respect different religions and cultures, both in their own community and beyond. Pupils learn about healthy lifestyles and understand how to keep themselves safe online. Pupils look forward to taking part in the range of clubs and trips that help them develop their wider talents and interests.

The governing body has an accurate view of the school's work. Governors work closely with leaders and hold them to account. Leaders' priorities for school improvement are carefully thought through. Staff support the changes being made, such as to the curriculum and teaching. They appreciate that leaders consider 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)

- The school has not ensured that teachers consistently, securely check pupil's understanding in lessons. This means, on occasion, some teachers do not respond when pupils need support or when pupils can be moved on in their learning. Some pupils do not achieve as well as they could. The school should support teachers to develop their formative assessment strategies so they can better adapt teaching.
- On occasion, learning tasks do not precisely meet the needs of pupils with SEND. This means teaching does not support some pupils with SEND to learn effectively. The school should ensure that teaching ensures that learning tasks are suitably designed to meet pupils' additional needs.

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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 109562

Local authority Luton

Inspection number 10345090

Type of school Junior

School category Community

Age range of pupils 7 to 11

Gender of pupils Mixed

Number of pupils on the school roll 425

Appropriate authority The governing body

Acting chair of governing body Stephen Bradley

Headteacher Rebecca Lightfoot

Website www.wardenhilljuniors.co.uk

Dates of previous inspection 20 and 21 June 2023, under section 8 of the Education Act 2005

Information about this school

- The school uses one registered provider of alternative provision.
- The school operates its own breakfast and after-school club 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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.



- Inspectors held meetings with the headteacher, deputy headteacher, assistant headteacher, inclusion lead, subject leaders, staff, members of the governing body and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design and physical education. 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 pupils' work. The lead inspector also listened to pupils read with a familiar member of staff.
- 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 reviewed a range of documents, including behaviour logs, attendance records, pupil records, records of governing body meetings, school development plans and external quality assurance.
- The inspection team considered the views of parents through responses to the online survey, Ofsted Parent View, and parents spoken to during the inspection.
- Inspectors gathered the views of pupils and staff through Ofsted's pupil and staff surveys, as well as discussions conducted throughout the inspection.

Inspection team

Jonny Wallace, lead inspector His Majesty's Inspector Helen Jones

Ofsted Inspector

Lynda Walker Ofsted Inspector



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