

# William Bellamy Junior School

## Inspection report

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<b>Unique Reference Number</b>	101226
<b>Local Authority</b>	Barking and Dagenham
<b>Inspection number</b>	354243
<b>Inspection dates</b>	5–6 October 2010
<b>Reporting inspector</b>	Adrian Lyons HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	366
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tara Low
<b>Headteacher</b>	Joanne Preston
<b>Date of previous school inspection</b>	1 October 2009
<b>School address</b>	Frizlands Lane Dagenham Essex RM10 7HX
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited 18 lessons taught by 13 teachers. They held meetings with senior and middle leaders, governors, headteachers from other schools and the Children's Centre, an employment adviser involved in partnership work, a representative from the local authority and pupils from the school council. They observed the school's work, and looked at the school's documentation regarding pupil progress, the quality of teaching and safeguarding.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Improvements in the quality of teaching since the last inspection.
- Improvements in pupils' progress in lessons since the last inspection.
- Improvements in special needs provision since the last inspection.

## Information about the school

This junior school is larger than average and most pupils join from the local infant school. The number of pupils who are known to be eligible for free school meals is much higher than average. The proportion of pupils from minority ethnic groups is higher than average, with the main group being of Black African heritage. The proportion of pupils noted as having special educational needs and/or disabilities is average while the proportion whose first language is not English is above average. There is a breakfast club run by the school. Year 3 is larger than other years, reflecting the school's increased popularity. The school was awarded the Activemark Award in 2008 for promoting sport in school.

At the previous inspection in September 2009, the school was placed in special measures because it was failing to give its pupils an acceptable standard of education. Inspectors subsequently visited the school on two occasions to monitor its progress, and inspected the school again in October 2010. Between these two inspections, the senior leadership has changed and has been expanded. Most of the teachers present at the last inspection have left, so the majority of teachers are quite new to the school.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

When the school was placed in special measures the key areas for improvement were to:

- quickly raise the achievement of all pupils
- improve the quality of leadership and management
- improve the provision for and management of pupils who have special educational needs and/or disabilities to achieve high-quality outcomes
- raise the quality of teaching and learning from satisfactory to good.

There has been transformational progress in all these areas. The school now provides its pupils with a good education. Several areas are outstanding. The leadership team has a very clear vision and communicates this to staff and pupils. They have been highly successful in changing the culture inside the school and the image outside the school. This change can be seen in the sharply increased recruitment to the current Year 3, necessitating the creation of an additional class. Overall, given their starting points, pupils now make good progress. A significant barrier to better-quality learning, especially in Year 3, is that pupils arrive in the school with not only low attainment but immature approaches to learning. The school works hard to address this through the exceptional level of care for pupils, outstanding work with some parents and excellent partnerships with external agencies. Improving the transition of pupils from Key Stage 1 to 2 is recognised as a priority by the school and the local authority. The most recent Year 6 pupils left the school with attainment that was in line with the national average, although the proportion gaining higher levels, especially in writing, is recognised by the school as an area for improvement. The upward trend in attainment of recent years was continued.

Reasons for pupils' much improved progress include the outstanding effectiveness of the promotion of equality of opportunity and the promotion of community cohesion. Teaching is typically good and sometimes outstanding. There is clear evidence of the impact of greatly improved teaching, resulting in accelerated progress by pupils. This reflects the hard work and passion of leaders and staff at all levels, coupled with the positive response of pupils. The positive way in which staff accepted feedback on their lessons demonstrates a passion for teaching and a hunger to improve their practice. Common procedures ensure a good level of consistency in the delivery of lessons. Lessons are well planned and this, together with additional support out of lessons, leads to pupils' good progress. A relatively weaker aspect of some teaching is checking that tasks are always well matched to pupils' needs, especially for the most able.

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Behaviour in lessons now makes a positive contribution to pupils' learning. Behaviour around the school is characterised by politeness and courtesy. Good behaviour, together with the vibrant classroom displays, contributes to the very positive learning environment. Pupils clearly enjoy coming to school. This can be seen by their engagement in lessons and their above-average attendance. In the last inspection, provision for pupils who have special educational needs and/or disabilities was found to be inadequate. This situation has been transformed so that provision and outcomes for these pupils are now good. The school has now rightly turned its focus to raising the achievement of those pupils capable of higher attainment.

Leaders have excellent plans for further development of the good curriculum. The school has worked hard to involve parents better. It has a highly positive relationship with parents and carers. Its partnership with the neighbouring Children's Centre has led to several courses being run at the school, such as the 'strengthening families course' and information technology training for parents. The 'school gates employment initiative' has provided information for over 200 of the school's parents and has supported several into employment or training. This is having a very positive impact on pupils' attitudes to school and their achievement.

Given the recent history of changes in staffing and leadership, inspectors carefully investigated the stability of current structures and succession planning. Meetings were held with key people from the governing body and local authority and inspectors worked closely with the headteacher and deputy headteachers during the inspection. These meetings together with other senior and middle leaders showed they know the school's strengths and areas for further development extremely well. This and the record of substantial recovery provide strong evidence that the school's capacity for further improvement is very secure.

### **What does the school need to do to improve further?**

- Build on existing good practice to ensure that all pupils receive consistently good teaching, so a greater proportion gain Level 5, especially in writing by:
  - ensuring that all lessons provide challenge for more able pupils
  - teachers observing pupils more systematically during lessons to assess their learning and amend tasks to better support and challenge the full range of ability in the class.
- Continue attempts to establish better links with feeder infant schools so that children enter Year 3 better prepared for learning in the junior school.

### **Outcomes for individuals and groups of pupils**

**2**

The unvalidated results from the 2010 national tests show that attainment has continued to improve so that standards in both English and mathematics are in line with national averages. The standards for more able pupils are closer to national averages and the gap evident at the last inspection is closing. The difference in attainment between boys and girls is also reducing. The progress made by pupils has improved significantly and overall the large majority of pupils are now making at least expected progress, with many making really rapid progress. The progress made by pupils with special educational needs and/or

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disabilities has also improved radically. The school's internal monitoring information and inspectors' observations demonstrate that current progress is good.

There has been good work to improve attendance and pupils have responded positively to the school's much improved provision by increasing attendance. Good work has been done to ensure that pupils understand the challenges of both their own local community and people living in different economic contexts around the world. Pupils from different cultural backgrounds get on really well in school. The school's sporting provision, playground activities and good uptake of school dinners ensures that pupils adopt healthy lifestyles. The appointment process for pupil playground assistants and many other activities involve pupils well in their own community; while raising commendable sums for projects overseas is an example of the many contributions to the wider community.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Since the last inspection, the school has implemented a rigorous programme of monitoring and evaluation to ensure leaders fully understand the strengths and weaknesses of the school. The monitoring and evaluation of teachers' work led to focused support where needed and a general programme of in-school professional development aimed at raising the quality of teaching and learning. Inspectors accompanied the headteacher and deputy headteacher to 18 lessons and were impressed by the robustness of their lesson evaluations. Much teaching is at least good with some that is outstanding and none that is

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inadequate. Even where teaching is less successful, the application of common routines and approaches across the school, such as talk partners and no hands up, has led to a general rise in pupil engagement. The range of intervention provision is good and has had a very positive impact on the 2010 test results.

The appointment of an inclusion manager and two assistants to co-ordinate all aspects of provision for pupils with special educational needs and/or disabilities has led to fast and clear identification of pupils with special educational needs and vulnerable individuals. There has been really good improvement in meeting the needs of less able pupils, but in relatively weaker lessons the needs of more able pupils are not given sufficient attention. The school recognises that planning for more able pupils needs to more consistently increase the expectation of challenge, rather than quantity of output. Less able pupils are supported well by learning support assistants.

Marking in books is generally helpful to pupils. Where assessment is weaker is in teachers checking pupils' understanding in lessons and adapting their plan to push on pupils who find the work too easy and while ensuring that pupils have really understood concepts before moving on.

The new tracking systems provide teachers with accurate information about pupils' progress. This enables them to plan more effectively to meet these needs in class and set helpful targets which can be shared with pupils, parents and carers and which are reviewed regularly.

Music, sports, drama and French specialist teachers are employed to ensure that pupils experience high quality delivery and enrichment to enhance their skills in these areas. A varied programme of extended school activities is reviewed termly and attracts pupils across all year groups. The delivery of the curriculum is supported through several effective partnerships.

Early identification of vulnerable pupils enables a range of professionals within the school and outside agencies to establish relationships with families and work together to support pupils. Social workers work closely with the senior leadership team and inclusion teams to plan support. Liaison with outside agencies such as charitable organisations and the church enables senior leaders to access funds to support disadvantaged pupils. Examples of how these funds have been used include the whole of Year 3 visiting the Globe Theatre. The breakfast club is well attended.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

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## **How effective are leadership and management?**

Central to the great improvements since the last inspection has been the calm and visionary leadership of the headteacher who over the last year has been joined by additional effective appointments to senior and middle leadership. The strategic leadership of the school has a clear aim for all aspects to be outstanding. Over the last year leaders have been very quick to respond effectively to any suggestions made by inspectors during monitoring visits. Outstanding work has been done to place the school at the centre of the local community and contribute highly effectively to community cohesion. Since the last inspection governors have responded well to training from the local authority so they now have a good understanding of the schools strengths and weaknesses and are asking pertinent questions. They have been involved in improving the quality of teaching and especially the vital task of teacher and senior leader recruitment. A high priority for them has been to improve transition arrangements for pupils between the infant and junior schools. They have sought joint meetings with the governors of the neighbouring infant school and this has had some success, for example in establishing similar attendance policies in the two schools.

The school's outstanding work in caring for all its pupils together with its highly successful work on improving provision for those with special educational needs and/ or disabilities and reducing the attainment difference between boys and girls, shows it to be highly effective in promoting equal opportunities. Pupils feel safe in a secure building. The school's organisational and administrative arrangements for ensuring safety and managing risks are exemplary and their impact is usually very good.

Over the last year, there has been good external support for the school, particularly through its London Challenge partner and local partner schools. Teachers speak positively of the effective coaching which has been a key element in securing improvements in teaching, especially in mathematics. The school is offered effective support from the local authority.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

Parents and carers' questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so. The school has sought to gather the views of parents through questionnaires. The 107 responses in last month's questionnaire show them to be supportive of the school. They expressed concern regarding the large number of staff changes. Senior leaders and governors have sought to allay these concerns. Some parents wanted an increase in the number of parents' evenings. The school is investigating ways to further increase communication with parents.

## **Responses from parents and carers to Ofsted's questionnaire**

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 October 2010

Dear Pupils

**Inspection of William Bellamy Junior School, Dagenham, RM10 7HX**

I am writing to thank you for the welcome you gave me and my colleague when we visited your school and on our previous visits over the last year. We really appreciated the help you gave us, especially in sharing your work and your ideas about the school.

You probably know that for some time inspectors wanted your school to have special help and so your school was in 'special measures.' I am delighted to tell you that as a result of the hard work of you and your teachers, we were able to see that your school has got a lot better and it no longer needs 'special measures.' In fact we decided that you attend a good school with some outstanding features and one that is getting better all the time. Most of the time your behaviour is very good and we saw different groups of pupils getting on really well at break times and in lessons. Your teachers are helping you to learn quickly. We saw a lot of exciting lessons. You learn a lot of interesting things that will be helpful to you as you grow older. In your books we could see that marking is very helpful to you, but sometimes some of your teachers don't realise that you may be finding the work too hard or easy. You need to feel confident to tell them when you don't understand something or when you have finished work quickly because it was easy for you.

We found that the school looks after you all exceptionally well. You told us that you feel safe and really enjoy coming to school. Your teachers know you well and have a lot of information on how well you are doing. The school is using that information to help you to do even better. There are a lot of new things for you to do outside of lessons, such as music, clubs and sport. We found that the headteacher and senior staff use a lot of contacts and links with people outside the school to give extra help to some of you and your families such as through providing courses for them in school and meetings to explain to them how to help you with your homework.

This is what we have asked the school to do to make it even better.

- Make sure that you all receive the best teaching so that you are able to do better and produce work that is as good as it possibly can be.
- Continue to make links with infant schools so that you find it easier to make a good start in Year 3.

Yours sincerely

Adrian Lyons

Her Majesty's Inspector

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