

# William Ford Church of England Junior School

Ford Road, Dagenham, RM10 9JS

**Inspection dates** 19–20 March 2014

<b>Overall effectiveness</b>	Previous inspection:	<b>Outstanding</b>	<b>1</b>
	This inspection:	<b>Outstanding</b>	<b>1</b>
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 rapid progress in their learning. In mathematics and English, pupils' attainment at the end of Year 6 is much higher than in most schools nationally.
- Standards achieved by pupils in mathematics are exceptionally high.
- Teaching is consistently good or better in all year groups and subjects, and much is outstanding. Teachers have high expectations and plan interesting lessons that engage the pupils' imagination and enhance their love of learning.
- The school is led very well, and the headteacher is an excellent role model for both pupils and teachers. Governors are very knowledgeable about the school's performance.
- Governors, senior managers and teachers are united and ambitious in their vision for the school. They are committed to maintaining a happy and positive school, where pupils are able to flourish.
- Governors make sure that resources are used extremely well so that all pupils make outstanding progress.
- Additional funding such as the pupil premium is used very effectively to minimise any gaps in achievement between different groups of pupils.
- Senior leaders and governors continually check on what works well and what needs improving to ensure pupils' needs are fully met.
- Pupils behave extremely well in lessons and around the school. They feel very safe and enjoy the wide range of activities that are planned for them.
- Parents are very supportive and have great confidence in the school to keep their children safe.
- Pupils arrive punctually at school and quickly settle into their work. Attendance is above the national average.

## Information about this inspection

- Inspectors observed 15 parts of lessons, nine of which were jointly observed with the headteacher or the deputy headteacher. Inspectors undertook a series of short visits to other lessons across the school, observed an assembly and listened to pupils read.
- Meetings were held with staff and pupils. The lead inspector met with the Chair, Vice Chair and two members of the Governing Body, as well as a representative from the local authority.
- Inspectors took account of the 13 responses to the online Parent View survey, a recent school questionnaire for parents, and pupil questionnaires, as well as the views of the parents they met. Inspectors also considered the 45 responses to the staff questionnaire.
- Inspectors scrutinised a range of documentation, including national test results and the school's own information about pupils' achievement, the school's checks on how well it is doing, the school development plan, safeguarding policies, records and documents relating to the work of the governing body.
- The inspection team also looked at pupils' work, records of behaviour and incidents, the school's website, data dashboard, records of the monitoring and evaluation of the quality of teaching and additional sports funding action plan.

## Inspection team

Kewal Goel, Lead inspector

Additional Inspector

Bryan Meyer

Additional Inspector

Jennifer Bax

Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized junior school. There are three classes in each year group from Year 3 to Year 6.
- The proportions of pupils from minority ethnic groups and those who speak English as an additional language are much higher than the national average.
- The proportion of pupils supported by the pupil premium is higher than the national average. The additional funding is for certain groups of pupils, including children in the care of the local authority, those from service families and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is below average. The majority of pupils who need extra help have speech, language and communication needs.
- The headteacher has supported one school inside the local authority and a number of other schools elsewhere.
- The school meets the government's current floor standards for Year 6, which set the minimum expectations for the pupils' attainment and progress in English and mathematics.

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

- Ensure that marking and feedback always make it clear what pupils have to learn next and what is expected in terms of improvement.

## Inspection judgements

### The achievement of pupils

### is outstanding

- The school has been extremely successful in sustaining pupils' high levels of achievement. All groups of pupils continually make rapid progress. By the time they leave, pupils are very well prepared for their time in secondary school.
- Pupils join the school with above average standards. Teachers ensure that pupils continue to achieve similar standards. Much of the teaching appeals to pupils' interests and imagination. They continue to make rapid gains in their reading, writing and mathematical skills.
- Standards of achievement in mathematics are exceptionally high throughout the school because pupils are given challenging work and very well targeted opportunities to enhance their achievement. As a result 15 pupils in Year 6 have already achieved GCSE in mathematics.
- The school has created a well-stocked and attractive reading corner, which develops pupils' pleasure for reading. So pupils read widely and with enjoyment. Year 3 pupils have good knowledge of phonics (letters and the sounds they make). Older pupils have a wider knowledge of books and are highly articulate and passionate readers.
- Pupils' work and the school's checks on pupils' progress show that pupils make rapid progress in mathematics, writing and applying their literacy skills across other subjects.
- The most-able pupils are making rapid progress. This is reflected in the large proportions reaching the highest levels in English and mathematics.
- Disabled pupils and those who have special educational needs make consistently good progress because of the highly effective support for individual and small groups by support staff and a specialist teacher.
- Pupils who speak English as an additional language make outstanding progress. This is because of the effective targeted support in developing their English language skills and a focus on learning words linked to particular subjects.
- The attainment of pupils supported by the pupil premium nearly always above the national average for all pupils in all subjects. However, last year there was a gap of almost three terms between them and their classmates by the end of Year 6. However, evidence in pupils' books indicate that they are now making rapid progress and the gap is closing quickly. This is because the funding has been effectively spent on meeting the needs of these pupils through before- and after-school one-to-one support, additional support in the classrooms and other small-group activities.
- The school actively promotes equal opportunities and tackles discrimination by making sure pupils who are not making sufficient progress are given extra support to achieve well. Regular checks on pupils' progress mean that anyone who needs extra help or challenge is quickly identified and provided with specific support.

### The quality of teaching

### is outstanding

- Much of the teaching in all year groups over time is outstanding and never less than consistently good. Teachers have high expectations of what pupils can do. They plan motivating classroom activities.
- Teachers use their questioning skilfully to extend pupils' learning. Teachers make clear at the start of every lesson what pupils are expected to learn in their work, and the high level of challenge helps them to achieve as well as they can. This makes a very important contribution to the rapid rates of pupils' learning and progress.
- Teachers use a variety of exciting approaches to respond to pupils' different learning needs. As a result pupils are enthusiastic about their learning. For example, when learning about writing a biography, Year 6 pupils responded really well to their teacher's high level of challenge.
- Teachers have very good subject knowledge and use their exceptionally creative ideas and

expertise to make sure that activities are closely matched to the age, abilities and interests of their pupils.

- Arrangements to provide specialist support and teaching for disabled pupils and those with special educational needs are highly effective and enable them to make consistently good progress. Teachers' sensitive response to pupils with behavioural difficulties means that pupils remain fully interested.
- Teachers place a strong emphasis on the basic skills of literacy and subject specific vocabulary. As a result, pupils are highly motivated to learn and achieve exceptionally well.
- Teachers use support staff very effectively. Teaching assistants support and challenge pupils very well, particularly less-able pupils, disabled pupils and those with special educational needs.
- Most teachers mark pupils' work regularly and give constructive guidance on how pupils can further improve their learning. Pupils consider teachers' comments about their work and respond appropriately. However, this practice is not consistent across the school.
- Teachers set a range of homework to extend pupils' reading, spelling and tables weekly and a project linked to the term's topic. The impact of this is that pupils are well prepared for learning.

### **The behaviour and safety of pupils are outstanding**

- The behaviour of pupils across the school, in lessons and during lunchtime and break time, is outstanding and there is an excellent atmosphere of shared enthusiasm for learning.
- Pupils show respect for and courtesy to each other. They have very positive attitudes for learning. Relationships are excellent. Pupils are well mannered towards one another and towards adults. They move sensibly around the school and this adds to the feeling of a calm and purposeful climate in the school. Discussions with pupils and staff show that this is typical over time.
- Pupils take pride in presenting their work to very high standards. They work collaboratively, listening to each other's views and sharing their ideas to support one another to learn. Pupils are proud of their school.
- Pupils are exceptionally well motivated about learning and enjoy being in school. For example, one parent said, 'It is a happy school. My child enjoys coming here. Teachers know how children are doing.'
- Pupils are punctual and attendance is above average. The school has brought down the numbers of pupils who are frequently absent successfully. This has been achieved through home visits, and regular contact with parents.
- Pupils are fully aware of different forms of bullying and how to keep themselves and each other safe both outside school and when using the internet. School records show that bullying is rare and dealt with robustly and successfully.
- The school's work to keep pupils safe and secure is outstanding. They told inspectors that if they have any concerns, teachers and other staff deal with them promptly.
- The older pupils know how well they are learning and what they need to do to improve their skills and understanding. They enjoy taking responsibilities, for example as playground squad leaders, organising events, raising funds for a range of charities and reading with younger pupils.
- Parents are overwhelmingly positive about the behaviour and safety of pupils in the school.

### **The leadership and management are outstanding**

- The headteacher and deputy headteacher work closely and are very passionate about continually driving the school forward and building on its previous success. They have very high expectations of pupils and staff.

- Leaders and managers, including governors, know the school well and share their ambitions with the staff. Their evaluation of the school's effectiveness is robust and very accurate. They have built a well-informed and focused school improvement plan.
  - The senior leadership team and subject leaders closely check the quality of teaching and learning of each member of staff. As a result, all staff know their personal strengths and areas for improvement accurately.
  - There is a supportive and open culture within the school as senior leaders demonstrate good, highly effective teaching and learning.
  - The system for setting targets for teachers is very closely linked to the quality of teaching, pupils' progress and staff training. The school provides its staff with training and support programmes linked to the school's priorities and their personal development. For example, one member of support staff is being supported to do a degree course.
  - The analysis and tracking of the progress of individuals and groups of pupils are very good. These help teachers to identify pupils who are making good progress and others who require additional support. The school has successful systems to take action to support potentially vulnerable pupils and extend the learning of the most able.
  - The teaching of separate subjects is well planned. There are clear links between literacy and other subjects. The curriculum provides positive experiences with rich opportunities for learning. It is enhanced by dance, football, and a wide range of before- and after-school clubs, visits to local places and music. The school has close links with a school in Kenya and a number of schools in European countries. Pupils have weekly video conferences with pupils in Kenya. All that the school offers promotes pupils' spiritual, moral, social and cultural development exceptionally well.
  - The pupil premium is allocated very effectively to raise the achievement of eligible pupils by employing an additional tutor to support targeted pupils before and after school. As a result, these pupils make very good progress. Parents welcome this approach.
  - The school makes effective use of the additional funding for sport. It has employed a sports coach and extended the range of sporting activities. The school's analysis shows that the number of pupils who are participating in swimming this year has gone up three fold.
  - The school works very well with parents. It communicates with them in a range of ways, including homework diaries, regular newsletters and the school website. Music and dance performances are very well attended by parents.
  - The local authority has used the expertise of the headteacher to support the raising of attainment in another school. The headteacher also supports other schools in a number of local authorities outside Barking and Dagenham.
  - The school's safeguarding systems are robust and are maintained to a high standard.
  - **The governance of the school:**
    - Governors are highly professional and have high expectations for the school. Members of the governing body know how the school's results compare against national standards and pay close attention to the school's checks on pupils' progress. Governors are active and make sure that the system for setting targets for staff is robust and linked closely to the quality of teaching, pupils' achievement and salary progression. They hold the headteacher and senior leaders to account by asking challenging questions. They make sure that the pupil premium and the additional sports funding is used effectively. They check rigorously that the gap between the pupils supported by the pupil premium is closing rapidly with other pupils in the school. Governors are very well organised through committees and bring a range of skills to ensure that the budget is allocated carefully to the school's priorities.
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## 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

<b>Unique reference number</b>	101234
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	434595

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

<b>Type of school</b>	Junior
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	360
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graham Mundy
<b>Headteacher</b>	Duncan Ramsey
<b>Date of previous school inspection</b>	12–13 July 2010
<b>Telephone number</b>	020 8270 6582
<b>Fax number</b>	020 8270 6585
<b>Email address</b>	office@williamfordschool.co.uk

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