

William Bellamy Junior School

Inspection report

Unique Reference Number	101226
Local Authority	Barking And Dagenham
Inspection number	335677
Inspection dates	1–2 October 2009
Reporting inspector	Joanna Toulson

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	366
Appropriate authority	The governing body
Chair	Tara Low
Headteacher	Joanne Preston
Date of previous school inspection	9 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at documentation including a sample of pupils' books, school development plans, minutes of the governing body, information about the monitoring of vulnerable pupils, records of the school's arrangements for safeguarding and protecting pupils, policies and 63 parental questionnaire responses.

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

- how effectively the school is tackling pupils' low attainment in English
- how well the teaching is meeting the needs of all learners, especially the more able pupils
- the effectiveness of leadership and management at all levels in tackling weaknesses and securing improvement.

Information about the school

This is a larger-than-average junior school with most pupils joining from the local infant school. The number of pupils who are entitled to receive 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 percentage of pupils noted as having special educational needs and/or disabilities is nearly half that of the national average. There is a breakfast club. The headteacher has been in post since September 2008.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvements in the school.

Pupils enter the school in Year 3 with below average standards and leave it in Year 6 with attainment that is low. In 2009, standards in English rose, although the number of pupils who reached the higher levels in writing still remained low. Inspection evidence indicates that because there has been insufficient analysis of pupils' data, teachers are unable to provide the necessary challenge which will overcome this low attainment. Consequently, achievement is inadequate.

There is some effective teaching which motivates pupils. However, too much teaching across the school is satisfactory and this is insufficient to accelerate pupils' progress in order for them to overcome previous underachievement and reach the standards of which they are capable. Planning of lessons lacks detail and is not sufficiently challenging, particularly for the higher attaining pupils. As a pupil said, 'Lessons are too easy.' In too many lessons, teachers talk for too long and pupils lose opportunities to discuss their learning or work independently. Marking is often good, with helpful comments to move pupils' learning on. Targets for pupils are also helpful and so pupils know what they need to learn next. However, assessment information does not sufficiently inform teachers' planning which is too often taken from published schemes without being adapted to the needs of individual pupils. Pupils are grouped by ability for mathematics, although activities are often the same across these groups with too little differentiation. This means that the needs of different groups of pupils are not being catered for. However, the needs of pupils who are learning English as an additional language are better identified and so they are progressing satisfactorily.

Pupils say they mostly feel safe in school. They feel they can talk to staff who will usually resolve any issues. While the headteacher has successfully focused on improving the behaviour of pupils in lessons so that this is now good, she is aware that more needs to be done to improve the behaviour on the playground. Attendance is satisfactory because of the good work of the headteacher in reducing the number of pupils who are persistently absent. There are plans to improve the satisfactory curriculum, but currently it is often dull.

The provision for pupils with special educational needs and/or disabilities is inadequate, as is the management of that provision. Too few pupils are identified as requiring extra

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support and this is partly due to the lack of rigour in tracking pupils' progress. As a consequence, there are pupils in the school who are not receiving the support they need. In addition, the support for those pupils who have been identified as needing extra help is not well managed. For example, pupils with special educational needs and/or disabilities in Year 3 do not have individual plans which set out clearly their next steps in learning and do not identify the specific support they need. This is in spite of information being provided by the main feeder school. As a result of the lack of clear plans and targets, teachers and teaching assistants are not able to provide the focused support these pupils need.

Too little has been done to monitor and evaluate standards. Senior leaders do not have an accurate picture of the quality of teaching and learning because too few lessons have been observed and insufficient monitoring of pupils' work has taken place. Although results of tests have been recorded, information about the amount of progress pupils and groups of pupils are making has not been sufficiently analysed. As a result, senior leaders are unable to identify and hence address key weaknesses in order to promote the rapid improvements that are needed. The headteacher demonstrates good intentions. Governors are very supportive of the headteacher and applaud the improvement in the behaviour of pupils and in the engagement with parents. However, governors recognise that they do not yet have the expertise to hold the school to account and provide appropriate challenge. Consequently, the school's capacity to improve is inadequate.

What does the school need to do to improve further?

- Raise the achievement of all pupils quickly through:
- improving the quality of leadership and management by:
 - implementing a rigorous programme of monitoring and evaluation to ensure leaders fully understand the strengths and weaknesses of the school
 - ensuring that this monitoring and evaluation leads to focused support which raises standards
 - developing the expertise of subject leaders so that they have a secure understanding of standards in their subject areas and can be held accountable for their responsibilities
- improving the provision for and management of pupils with special educational needs and/or disabilities to achieve high quality outcomes by:
 - ensuring that pupils are identified quickly and appropriately so that support can be given without unnecessary delay
 - ensuring that targets for these pupils are clear, appropriate, achievable and reviewed frequently so that progress can be measured
 - ensuring that teachers and teaching assistants know and understand the precise support that is required so that all pupils can make the progress expected of them

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- evaluating the specific funding and deployment of staff for pupils with learning difficulties and/or disabilities
- raising the quality of teaching and learning from satisfactory to good or better by:
 - raising teachers' expectations of what pupils can achieve
 - ensuring information from assessment is used to plan lessons that challenge all learners, particularly the higher attaining pupils.

Outcomes for individuals and groups of pupils

4

Overall attainment of pupils is very low with too few pupils reaching the higher levels in English or mathematics. Lower attaining pupils and those with special educational needs and/or disabilities make significantly less progress in English than those nationally. Work in books this year confirms test results showing that attainment is still low. In individual lessons, there is evidence of some satisfactory progress but this is variable between different subjects and classes. For example, in two mathematics sets, the work provided for a higher set was less challenging than the bottom set. This meant that not all pupils made the progress they were able to. More positively, pupils are well informed about healthy eating, although say they do not always make healthy choices outside of school. They enjoy the satisfactory range of after-school clubs, especially the sporting activities, They are active at break and lunchtime. Playground pals, peer mediators and school councillors contribute well to the life of the school. The growing choir is a popular club and has sung to the local community. Assemblies give some opportunities for pupils to reflect on issues such as racism, although pupils begin to fidget when these gatherings are too long. Although pupils say that they generally get along well with each other, there is evidence that behaviour in the playground is sometimes not as good as in the classroom with some pupils being unkind to each other. Pupils say that they are aware of each other's cultures from the work they do in school and by talking to each other and this is evident through the discussions conducted.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Day-to-day teaching is generally satisfactory but this is not good enough to raise the attainment and improve the progress made by the pupils over the longer term. Teachers manage the behaviour of pupils well in class and there are good relationships between adults and pupils. In effective lessons, pupils are given opportunities to work independently and to discuss their learning in pairs. In the less effective lessons, an over emphasis on the 'hands up' strategy means that too many pupils do not contribute to the lesson and opportunities are lost for pupils to discuss their learning and so consolidate their understanding. Too often, too much teacher talk limits the time for pupils to tackle problems for themselves.

Teachers share the learning objective with pupils. Targets in the front of each pupil's English and mathematics books help them to know what their next steps in learning are. Pupils refer to these and the teachers' marking sometimes refers to them. Pupils sometimes assess their own learning against these targets but this is not embedded throughout the school. Differentiation is not yet good enough to allow the needs of all pupils to be met. Overall, teachers' expectations of what pupils can achieve are too low and therefore opportunities are lost to challenge them in their learning.

The school recognises the need to make the curriculum more engaging but plans to improve links across subjects and make learning more creative have not happened despite this being raised in the previous inspection. In contrast, provision for information and communication technology (ICT) has improved since the last inspection and there is some evidence that ICT is better used across the curriculum. For example, using ICT Year 4 produced newspaper reports and Year 3 created 'Healthy posters'. The school library is not used at all by pupils so opportunities for pupils to enjoy the books in school are missed.

The care, guidance and support offered by the school to its pupils are inadequate. There are major shortcomings in the provision for and care of pupils with special educational needs and/or disabilities with no urgency to address them. Poor transition arrangements with the local feeder school inhibit pupils from settling in when they start school.

The school has a thriving breakfast club which often provides breakfast for around 70 pupils.

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These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	4
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	4

How effective are leadership and management?

As a result of the headteacher's determination to improve the behaviour of pupils, the school is calm and orderly. Links with parents have improved during the last year and the recruitment of a parent support advisor reflects the headteacher's determination to support families in order to improve outcomes for pupils. However, the effectiveness of leadership and management overall is inadequate. Too little progress has been made since the last inspection to improve the overall effectiveness of the school, for example in planning work to meet the needs of all pupils and in the quality of teaching and learning. This lack of ambition in implementing rigorous monitoring and evaluation has resulted in teachers not being given the support they need in order to improve. Senior leaders do not have sufficient understanding of the strengths and weaknesses in their subjects and so are unable to drive improvements as they should. A lack of coaching and support for them means they have a limited understanding of their role and responsibilities.

Senior leaders record the results of tests. They do not analyse these results sufficiently and so do not effectively identify groups of pupils who are falling behind. For example, the school was unable to say how much progress looked after children make. As a result, the school is unable to plan appropriate interventions nor evaluate their success. This lack of rigorous evaluation of pupils' progress also hinders the school's ability to ensure staff are well deployed.

Governors are very supportive and committed to the school. They support the drive to better engage with the community and were keen for the new headteacher to deal with the poor behaviour of pupils in her first year at the school. Provision for community cohesion is satisfactory and appropriate plans are in place to develop this. However, in other areas of performance, governors do not hold the school to account. The failure to fulfil their duty with regard to the monitoring of provision for pupils with special educational needs and/or disabilities is a major weakness.

Safeguarding procedures are satisfactory and health and safety checks are in place. However, the lunchtime arrangements mean that it is apparent which pupils are entitled to a free school lunch and during the inspection it was apparent that some pupils use this information to be unkind to others.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Views of parents and carers

Approximately 17% of parents responded to the parental questionnaire and the majority expressed satisfaction with the school. A very small minority of those parents or carers who responded were concerned about bullying in the school. Inspectors agree that bullying does take place but found that the school is working hard to improve behaviour generally and reduce the number of incidents of bullying. The school is recording every occasion when bullying occurs and takes such matters seriously.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at William Bellamy Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 63 completed questionnaires by the end of the on-site inspection. In total, there are 366 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	38	35	56	4	6	0	0
The school keeps my child safe	25	40	36	57	2	3	0	0
The school informs me about my child's progress	21	33	36	57	4	6	0	0
My child is making enough progress at this school	22	35	33	52	6	10	0	0
The teaching is good at this school	24	38	35	56	2	3	0	0
The school helps me to support my child's learning	18	29	38	60	5	8	0	0
The school helps my child to have a healthy lifestyle	16	25	44	70	2	3	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	29	39	62	3	5	0	0
The school meets my child's particular needs	16	25	38	60	6	10	1	2
The school deals effectively with unacceptable behaviour	18	29	38	60	5	8	0	0
The school takes account of my suggestions and concerns	14	22	39	62	4	6	0	0
The school is led and managed effectively	16	25	38	60	5	8	0	0
Overall, I am happy with my child's experience at this school	28	44	26	41	6	10	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



5 October 2009

Dear Pupils

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

Thank you for the warm welcome you gave us when we visited your school recently. We enjoyed talking to you and finding out about what life was like at William Bellamy.

These are things that we liked about your school:

- you told us that behaviour has improved, although you would like it to be even better in the playground
- you are well behaved in your lessons
- you enjoy the after-school clubs, especially the sporting activities
- your breakfast club allows you to come to school early and enjoy a good breakfast with your friends
- mostly, you feel safe and, although bullying does occur, your teachers deal with it quickly.

We feel that many of you are not making the progress in school that you should. We have asked your teachers to make sure that they give you activities which challenge you to work hard. We have also asked that teachers find out more about how well you are doing so that those of you who are finding work difficult can be given more support, more quickly.

We feel that your school needs more help in order to get better and inspectors will be visiting again to check on its progress. Your teachers will be getting additional support to help them to be the best they can be. You can help by making sure you always behave well, especially in the playground. You must work hard and tell your teacher if something is too difficult for you, or too easy.

Yours sincerely

Joanna Toulson

Lead Inspector

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