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14 July 2010

Miss J Preston  
The Headteacher  
William Bellamy Junior School  
Frizlands Road  
Dagenham  
Essex  
RM10 7HX

Dear Miss Preston

Special measures: monitoring inspection of William Bellamy Junior School

Following my visit with Joan Hewitt HMI to your school on 6 July 2010, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The visit was the second monitoring inspection since the school became subject to special measures in October 2009. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – good.

Progress since previous monitoring inspection – good.

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Children's Services for Barking and Dagenham.

Yours sincerely

Adrian Lyons  
Her Majesty's Inspector

Special measures: monitoring of William Bellamy Junior School

Report from the second monitoring inspection on 6 July 2010

## Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, senior leaders, groups of pupils, governors, the children's centre family support coordinator, a group of staff and a representative from the local authority.

## Context

Since the last monitoring visit there have been nine new appointments to the teaching staff for September. The senior and middle leadership has been restructured. An additional deputy headteacher has been appointed to strengthen the senior leadership team. The London Challenge Partner continues to support the school.

## Pupils' achievement and the extent to which they enjoy their learning

The unvalidated results from the recent 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 visit 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. The progress made by pupils with special educational needs and/or disabilities is also improving. The school's internal monitoring information and inspectors' observations demonstrate that current progress is satisfactory and improving.

Progress since the last visit on the areas for improvement:

- raise the achievement of all pupils quickly – good.

## Other relevant pupil outcomes

Improvements noted in the last monitoring visit, in areas such as behaviour and attendance, have been maintained. Midday assistants comment positively on the improvements in behaviour on the playground. Attendance is now above average, and for the first half of the summer term was very high.

## The effectiveness of provision

Since the last visit the school has built upon its effective programme of monitoring and evaluation so that leaders are clear about the strengths and weaknesses of the school's provision. A focused programme of professional development in collaboration with the school's partners has resulted in clear improvements in the

quality of teaching. The school's internal monitoring of lessons indicates that inadequate teaching has been eradicated and most teaching is now good. Inspectors' observations confirmed the accuracy of the school's judgements. Consequently, pupils enjoy their lessons and apply themselves well to the interesting tasks teachers provide. Teachers now routinely make reference to effective teaching strategies in their planning, such as paired talk and no hands up. However, the consistent and effective application of these processes is not yet fully embedded in teaching practices.

All pupils have targets and some can explain what they mean and how they will reach their next target, however this is not widespread. The planning for more able pupils has improved in some areas of the school and there is evidence of more challenging tasks being set for them in some lessons but this is not consistent across the school.

Improvements in the monitoring and management of pupils with special educational needs and/or disabilities noted in the last monitoring visit have been maintained and early signs of the impact of this work can be seen in the increasing number of pupils making at least expected progress.

Progress since the last visit on the areas for improvement:

- improving the provision for and management of pupils who have special educational needs and/or disabilities to achieve high quality outcomes – good
- raising the quality of teaching and learning from satisfactory to good or better – good.

The effectiveness of leadership and management

The improvements in the leadership and management of the school can be clearly seen in the recent national test results and in the improvements in teaching. The atmosphere in the school is calm and purposeful. Governors continue to develop their role in supporting the school and offering challenge where it is required.

As there will be a significant change in staffing next term, the school has given the development of subject leadership a lower priority than strengthening the senior leadership team. The school is aware of the need to develop the capacity of middle leaders as staffing becomes more established.

The school's evaluation of improvements is supported by thorough monitoring processes. Senior leaders are using the information they have gathered to effectively focus teachers and pupils on the correct priorities and this demonstrates a growing capacity to sustain further improvement.

Progress since the last visit on the areas for improvement:

- implementing a rigorous programme of monitoring and evaluation to ensure leaders fully understand the strengths and weaknesses of the school – good.

## External support

There has been good external support for the school, particularly through its London Challenge partner. 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.

## Priorities for further improvement

- Ensure all teachers consistently use identified teaching strategies and approaches, such as talk partners and no hands up.
- Given the number of new teachers starting in September, ensure staff new to the school are effectively supported in responding to high expectations so that the school's current good progress is maintained.