

William Ford CofE Junior School

Inspection report

Unique Reference Number	101234
Local Authority	Barking and Dagenham
Inspection number	354499
Inspection dates	12–13 July 2010
Reporting inspector	Peter Sudworth

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

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	322
Appropriate authority	The governing body
Chair	Graham Mundy
Headteacher	Mandy Short
Date of previous school inspection	27 September 2006
School address	Ford Road Dagenham RM10 9JS
Telephone number	020 82706582
Fax number	020 82706585
Email address	office@williamford.bardaglea.org.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent two thirds of their time in classrooms. They saw 22 lessons taught by 14 teachers. They held meetings with governors, the headteacher, other staff representatives and a group of pupils. They observed the school's work and looked at a range of documentation, for example that relating to safeguarding, curriculum organisation and the information used to track pupils' progress. The 107 parental questionnaire responses were analysed.

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

- the progress pupils are making in reading and writing
- the provision that the school makes for both more and less able pupils
- the key factors which are leading to the very good trend in national test results and in rates of progress.

Information about the school

This is a larger-than-average junior school with 12 classes. Most pupils come from the neighbouring infant school. The proportion of pupils known to be eligible for free school meals is higher than the national average. The percentage of pupils with special educational needs and/or disabilities is about the same as in most schools; most of these have general learning difficulties. The proportions of pupils from minority ethnic groups and those who speak English as an additional language are very much higher than the national average. The largest group is Black African which makes up about one quarter of the school's population. No pupils are currently at an early stage of learning English.

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?

1

The school's capacity for sustained improvement

1

Main findings

The school provides an outstanding education for its pupils. Pupils achieve highly. Well-above-average results are obtained by the end of Year 6 in English, mathematics and science, which show a high degree of consistency over several years. High percentages of pupils reach the higher levels in national tests. Pupils thrill in their learning and thoroughly enjoy school. They take their studies very seriously. Their very mature attitudes, combined with outstanding teaching and a stable staff, contribute very significantly to the pupils' excellent progress. The staff's passion for the school and its pupils, the excellent equal opportunities provided for them and the respect it trains the pupils to have for all people produces very well-rounded pupils. The staff's high aspirations, very hard work and the high quality of their care reap a culture of success.

½ The school's engagement with its parents and carers is excellent. Parents and carers are overwhelmingly positive in their views of the school. They rightly feel that staff meet their children's needs extremely well. This is because staff seek out talent amongst the pupils and ensure that work is very well matched to pupils' needs, including those who have special educational needs and/or disabilities and the very able. Pupils not only do very well in English, mathematics and science but they also excel in other aspects of their work such as dance, music and art because of the excellent opportunities and experiences provided. These opportunities promote the pupils' spiritual, moral, social and cultural development extremely well. Staff ensure that the pupils reach their true potential. Several pupils each year obtain scholarships for specialist training in the arts and also to selective schools. The views of one parent sum up those of the vast majority when she writes, 'The teaching and pastoral care my child receives here are outstanding. Absolutely every effort is made to encourage, engage and enlighten the pupils.' The vast majority of parents and carers ensure that their children attend school very regularly but a very small number of parents and carers do not and their engagement in their children's learning lacks consistency. Their children do not make the same excellent progress as other pupils.

½ Excellent relationships enable the pupils to feel very safe and secure in school. Behaviour is outstanding and pupils have a very mature respect for different cultures and beliefs. They are very well cared for. The school's partnerships with other professionals are outstanding and contribute extremely well to the pupils' well-being and learning. Safeguarding arrangements are outstanding. Pupils have an excellent understanding of how to live healthily. They make a very good contribution to the local community and are extremely thoughtful of others through fund-raising and practical activities such as raising money for a guide dog. However, the school has not formally developed a community cohesion plan to further this aspect of the school's work. Pupils

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develop excellent social skills and attitudes which prepare them very well for their future lives.

ü½ School self-evaluation is thorough and accurate and takes in the views of different stakeholders, seen in the well-constructed school development plan. The outstanding leadership of the headteacher, supported very effectively by her senior leadership team and phase leaders, a dedicated and hard-working staff, secures a very high degree of consistency in teaching and learning approaches. Ambition and the drive to ensure that the school continues to improve are very well embedded. Routines and policies are well understood by all. This is a school which has an outstanding capacity to continue the high standards that it has set for itself and the excellent progress that the pupils make.

What does the school need to do to improve further?

- Target the small group of hard-to-reach parents and carers so that they engage more effectively in their children's learning, their children attend more regularly and so make the excellent progress that other pupils make.
- Develop an action plan for community cohesion in the light of a more rigorous analysis of the current provision.

Outcomes for individuals and groups of pupils**1**

ü½ Pupils attain highly, make excellent progress and produce a very good standard of work. They present their work most neatly. They also make excellent progress in other subjects. This is because of the breadth of the learning opportunities they experience, with some specialist provision, for example, in dance. Staff also 'work to their strengths' with some specialism in different year groups. Traditionally, Black African pupils have attained more highly than White British pupils. Black African girls attain particularly highly with a very high percentage of them reaching the higher level in English and mathematics. Pupils with special educational needs and/or disabilities make similar rates of progress to other pupils and the few pupils who were at an early stage of learning English at the start of the year have also made outstanding progress. The involvement of the pupils in lessons through regular opportunities to contribute ideas in discussion ensures that they are keenly involved in their learning. The opportunities for practical work in art and music and studies in religious education promote their spiritual, moral, social and cultural development extremely well.

ü½ Behaviour is excellent. Pupils feel very safe at school and know a lot about keeping themselves safe when at leisure. Trained pupils work effectively as mediators to resolve minor disputes amongst pupils and to help younger pupils enjoy their playtimes. Pupils have an excellent knowledge of healthy lifestyles. They select healthy choices at mealtimes and high percentages of pupils engage in extra-curricular sporting activities. Pupils are extremely well prepared for their future education and also with general 'skills for life', such as teamwork and a respect for others, whatever their beliefs and culture. Pupils are rightly proud of the way in which they contribute to the school community. They also engage well with the wider community, for example through the adoption of

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an orphan in Uganda, in donating harvest produce and clothes to the homeless more locally, and by raising funds for various good causes. Attendance is above average but a few pupils who are more persistent in their absenteeism prevent it from being even higher.

These are the grades for pupils' outcomes

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

How effective is the provision?

A significant percentage of the lessons seen were outstanding. Lessons are extremely well planned and very well resourced with excellent use of modern technology. This creates a visual approach to new learning which helps the pupils' concentration and understanding. In a Year 3 class, pupils learned how to write a play script by studying the differences between prose and a play script which were shown side by side on a screen. Relationships between staff and pupils are excellent. Pupils are managed extremely well. The staff ensure that pupils are constantly thinking, for example through the very good opportunities provided for discussion in small groups so that all can contribute their ideas. Marking is very thorough and supports pupils' next steps in their learning. The use of lists for example, so that pupils will include all the elements

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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required in different styles of writing, provides a very effective support and helps develop their work. Time in lessons is used very purposefully and, together with the staff's very high expectations, supports the excellent progress that the pupils make. The curriculum is very imaginatively planned and visits, visitors and special focus weeks, such as science week and French day, keep the curriculum fresh. Year 3 pupils gained immensely from their visit to a local nature reserve in preparation for their work on the classification of creatures in science. The curriculum is broad. Ballet lessons are taught to all Year 3 pupils and several pupils have won scholarships to ballet schools. Music has a central place and all pupils learn a musical instrument which inspires many to continue with their instrumental studies. Pupils develop confidence through their productions. There is excellent provision for extra-curricular activities which, unusually, includes boxing.

The staff are very welcoming and caring. Pupils who have recently arrived comment on the great support they have received from both staff and pupils. As one of them said, 'Everybody's friendly and everyone wants to know you.' The school supports its most vulnerable pupils very effectively so that they make excellent progress. The school has very close links with other professional agencies where extra advice is needed in the interests of particular pupils. Health and safety are given excellent attention. Child protection arrangements are thorough and staff have regular training to keep them updated.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and the leadership team have thoroughly embedded an ethos and culture of high expectations. They are supported by a deeply committed, loyal, stable and hardworking staff. Together, they drive the school forward continuously as a team. The very well-developed systems for monitoring progress and the quality of teaching and learning ensure that this is of high quality. Excellent systems ensure consistency in planning and very good teamworking in different year groups.

The governing body is both supportive and challenging. It actively monitors the school's work. However, while the school exhibits examples of very good practice in community cohesion, its audit of this aspect has been too informal. The school seeks the views of parents and carers regularly and acts on the results. Parents and carers are well informed about school life and their children's progress. The school works very hard to

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engage hard to reach parents and carers but it has not yet had total success in getting a few parents and carers to send their children to school regularly. Partnerships with other professionals are very strong. Not only do these relate to care and safeguarding, which are excellent, but also to pupils' learning. Procedures for the safeguarding of pupils are excellent because the well-devised policies keep staff and governors well informed and watchful. The regular training also helps keep staff alert to pupils who may be vulnerable. An association with the Royal Ballet and the promotion of healthy eating through links to a famous restaurant widen pupils' all-round learning and experiences. The school gives pupils equal opportunities. It is very keen to unearth everyone's talents and to develop these so that pupils realise their true potential. The school provides excellent value for money.

These are the grades for leadership and management

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

Views of parents and carers

The vast majority of parents and carers rightly have very positive views of the school. A very small number of parents and carers are not wholly satisfied but there is no overall pattern to these concerns. These range from bullying to concerns about progress. Pupils feel that relationships are excellent and the team does not accept that pupils make inadequate progress. Parents and carers are overwhelmingly supportive and praise the very good discipline, their children's excellent progress and their enjoyment of school. They say that their children are very proud of their school. They appreciate the friendly relationships with staff and the efforts they go to on behalf of their children. Inspectors agree wholeheartedly with the parents' and carers' positive comments.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at William Ford CE Aided Primary 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 107 completed questionnaires by the end of the on-site inspection. In total, there are 322 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	65	35	33	1	1	1	1
The school keeps my child safe	73	68	32	30	1	1	0	0
The school informs me about my child's progress	64	60	37	35	4	4	2	2
My child is making enough progress at this school	57	53	41	38	4	4	4	4
The teaching is good at this school	64	61	38	36	2	2	0	0
The school helps me to support my child's learning	58	54	44	41	3	3	1	1
The school helps my child to have a healthy lifestyle	53	50	49	46	2	2	1	1
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)	52	49	48	45	3	3	0	0
The school meets my child's particular needs	54	50	45	42	4	4	2	2
The school deals effectively with unacceptable behaviour	61	57	37	35	3	3	4	4
The school takes account of my suggestions and concerns	49	46	44	41	6	6	2	2
The school is led and managed effectively	76	71	24	22	3	3	1	1
Overall, I am happy with my child's experience at this school	76	71	26	24	3	3	2	2

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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">■ 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.



14 July 2010

Dear Pupils

Inspection of William Ford C of E Aided Junior School, Dagenham RM10 9JS

Thank you for your very warm welcome when we visited your school. We really enjoyed meeting you and talking to you about what you do and also seeing you at work in your lessons. You obviously enjoy school a great deal. You very clearly get along very well together. Your behaviour is excellent. You attend an outstanding school where you make excellent progress. We were impressed with the wide range of opportunities that you have in different subjects like dance, mathematics and art, as well as the very good attention given to reading, writing and mathematics in which you do so very well. We were also impressed with the pride you take in your work and the way that you set it out. The staff take excellent care of you and work very hard preparing interesting lessons which you really appreciate.

We have made just two recommendations. We would like the school to improve the attendance of the few pupils who do not attend as often as they should. We have asked the school to work with these pupils' parents and carers so that their children attend more regularly and so make better progress. We have also asked the school to review the work it does to help you appreciate different customs, cultures and ways of living in the United Kingdom and also in the wider world. We know that you already do some good work on this subject but it would be useful for the school to see if it is doing all that it can.

Thank you once again for your help when we visited. The other inspectors join me in wishing you well in the future. We hope that you will continue to work as hard as you do now and achieve great success.

Yours sincerely

Peter Sudworth

Lead inspector

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