

King's Ford Junior School

Inspection report

Unique reference number	114716
Local authority	Essex
Inspection number	378913
Inspection dates	21–22 June 2012
Lead inspector	Edward Wheatley

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	107
Appropriate authority	The governing body
Chair	Bruce Tuxford
Headteacher	Karen Wallace
Date of previous school inspection	13 October 2008
School address	Gloucester Avenue Shrub End Colchester CO2 9AZ
Telephone number	01206 573807
Fax number	01206 540195
Email address	admin@kingsford-jun.essex.sch.uk

Age group	7–11
Inspection date(s)	21–22 June 2012
Inspection number	378913



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Edward Wheatley

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed four teachers, and visited 15 lessons or parts of lessons. Meetings were held with staff, members of the governing body and pupils, and the inspector spoke to parents bringing their children to school. He took account of the responses to the online Parent View survey in planning the inspection, observed the school's work, and looked at achievement information, development planning and self-evaluation records. He took into account 30 returned parental questionnaires.

Information about the school

King's Ford Junior is a smaller than average-sized Junior school. Most pupils are White British and a few have minority ethnic heritage. A broadly-average proportion speak English as an additional language and are at the early stages of learning the language. The proportion of pupils known to be eligible for school meals is broadly average. The proportion of disabled pupils and those who have special educational needs supported by school action plus is also broadly average. Their needs are mainly emotional and behavioural. No pupils have a statement of special educational needs. A larger-than-average proportion of pupils leave or join during the school year, and most of these are from army families; about one fifth of pupils are from army families. The school did not meet the government's floor standards, which set the minimum expectations for pupils' attainment and progress in 2011.

The school has experienced significant staffing changes. In the 18 months preceding the inspection, a new headteacher and a completely new team of teachers have been appointed.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- King's Ford Junior is a satisfactory school. Pupils' achievement is improving due to the efforts of the new team of teachers. The school is satisfactory rather than good because, sometimes pupils' writing is difficult to read and their spelling is weak. Their ability to carry out problem-solving activities in mathematics is underdeveloped. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils' attainment is rising and is broadly average by the end of Year 6 this year. Over their four years in school, pupils' progress is satisfactory, but this year it is accelerating. Occasionally, pupils' writing is untidy and, despite knowing how to spell correctly, some pupils spell carelessly in written work. Pupils speak and read well, and carry out mathematical calculations satisfactorily.
- Teaching is satisfactory. Although the teaching is good in many lessons, the impact of previous inconsistencies on the progress made by pupils, over the key stage, has not yet been eradicated. Many lessons are now challenging, fast paced and interesting. However, some activities are not well matched to pupils' learning needs. Although marking is helpful, sometimes teachers do not ensure that the guidance they give pupils is followed.
- Behaviour is good. Pupils typically behave well and have positive attitudes to learning. Bullying is rare and dealt with well. The school takes good care of its pupils and ensures they are safe.
- Leaders accurately identify the school's strengths and weaknesses and are taking effective action to reverse past underachievement. They have eliminated inadequate teaching and have established a culture of higher expectations. Leaders manage teachers' performance well and develop and improve teachers' skills and those of support staff successfully.

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

What does the school need to do to improve further?

- Raise levels of attainment by June 2013 by ensuring that pupils:
 - are clear about the correct spelling of words and spell them carefully in their writing
 - produce neat, legible handwriting
 - improve their mathematical problem-solving skills.
- By December 2012, improve teaching to that of the best seen by ensuring that:
 - work is always matched to the learning needs of pupils
 - pupils always follow the guidance teachers give in marking.

Main report

Achievement of pupils

Until this year pupils' progress was too slow and attainment too low. With new teachers, pupils' progress is accelerating, their attainment rising and it is now close to average by Year 6. This represents satisfactory progress from broadly average levels of attainment on entry to the school. Pupils throughout the school read competently and by Year 6 reading levels are average. Most pupils read at home and enjoy reading to family members. Pupils use phonic approaches (sounds that letters make) to read unfamiliar words and to spell words competently. However, even though there are many reminders in classrooms, some pupils are careless when spelling. They have a wide vocabulary and speak and write fluently. They include adverbs, adjectives, and connectives effectively to produce complex sentences in their speaking and writing. However, despite the good quality of its content, writing is often hurried, untidy and difficult to read. Pupils' numeracy skills are broadly average. They use addition, subtraction, multiplication and division procedures competently, and their skills in applying them to written and mental calculations are fast improving. Their skills in applying and using numeracy in problem-solving activities are underdeveloped.

Current pupils' progress is satisfactory. The school's reliable data show that pupils have made faster progress, this year, than in the past. In some lessons progress is rapid. For example, in a lesson on preparing a play script, pupils practised putting emotion into their speaking parts, used their knowledge of English grammar accurately, and selected a wide vocabulary to construct the lines they would speak. In this lesson, their learning was good. In addition, the level of collaboration within their small working groups was effective in producing high-quality scripts, because pupils evaluated and improved their work as the lesson progressed. Pupils of all abilities contributed to the scripts effectively.

Pupils with disabilities and those with special educational needs make satisfactory

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

progress overall, and increasingly good progress in the current year. They work independently and gain confidence in their own abilities. They are well supported by staff. The few pupils who speak English as an additional language make good progress in acquiring the language through working with other pupils and receiving effective support from staff. Those joining the school during the year quickly settle into learning because of the effective individual support and attention they receive.

Parents and carers are pleased with the recent improvements in progress.

Quality of teaching

Teaching has improved this year and now has some strong features although it has yet to result in pupils achieving well overtime . Currently, teaching is having a marked impact on accelerating the pace of pupils' progress. In particular, planning of learning is well-focused and is based on accurate assessment of pupils' current progress and identifies the specific support needed to help pupils make better progress. Teachers frequently focus on key areas of weakness or pupils' past underperformance to ensure the pupils make faster progress. They teach reading well, and this contributes to pupils' improving attainment. Teachers organise imaginative activities that catch pupils' attention and ensure that they are enthusiastic in their learning. For example, in a mathematics lesson on probability, the selection of events like 'My mum will win the lottery', 'The queen will come to tea', or, 'It will get dark at the end of the day', led to intense discussion between pupils about what was impossible, unlikely, likely, or definite. In an extension activity, pupils were encouraged to work out the statistical likelihood of events happening. They did this successfully and their learning was good.

Questioning is searching and teachers use pupils' ideas well to include all in discussions that enhance their understanding and capacity to explain their thinking. Prompts on key vocabulary, or suggestions to 'find another word for that', support pupils' development of language well. Important vocabulary, terminology and ways of working are displayed well on 'working walls', and pupils are directed to these regularly to reinforce their learning, and their spelling. Nevertheless, there are occasions when work is not fully matched to pupils' needs and, very briefly, progress slows. Marking is helpful, much improved from the previous inspection and pupils know what their targets are. Teachers provide clear guidance on how well pupils make progress, and how they should improve their work but while most pupils follow the guidance teachers give them, a minority do not.

The quality of support for pupils arriving during the year helps them establish themselves in school quickly. These pupils are quickly assessed. They are 'buddied' with other pupils so that they have people to talk to, and the school produces action plans for individual pupils to help them catch up and settle into the on-going work in lessons. Teaching and well-deployed support for pupils with disabilities and those with special educational needs are good, and particularly sensitive to those pupils with specific behavioural or emotional needs. Teachers promote pupils' spiritual, moral, social and cultural development well. They provide many opportunities for

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

pupils to work in small groups, to listen and take each other's opinions and ideas into account. They encourage pupils to help each other and to tolerate different points of view. Parents and carers are rightly pleased with how well their children are taught and recognise improvement in the current year. Pupils express similar views.

Behaviour and safety of pupils

The great majority of pupils enjoy school, and like to be challenged in their learning. Their attendance is average, overall, but has shown sustained improvement through the current year. Most pupils have high or even 100% attendance levels. The small amount of persistent absenteeism is dealt with rigorously, and is reducing rapidly. Pupils are friendly and welcoming. Almost all pupils have very positive attitudes to learning and concentrate well in lessons. Although a few parents, carers and pupils think that behaviour sometimes disrupts learning, most strongly endorse behaviour as typically good and improving. School records and inspection evidence confirm this. Any unsatisfactory behaviour is dealt with well and is not allowed to disrupt learning.

Pupils have a very good understanding of different forms of bullying, including racism, cyber bullying and homophobic bullying. They say, and records confirm, that bullying is extremely rare and is dealt with well. Pupils know how to stay safe. The curriculum promotes tolerance and understanding of their own and other pupils' values well. The school takes good care of its pupils. It provides considerable support for pupils and families, especially for those whose circumstances make them vulnerable.

Leadership and management

The headteacher provides very clear direction for improvement. All leaders have a good understanding of the school's weaknesses and have acted with speed and urgency to deal with them effectively. The new teaching team is fully committed to sustaining improvements. Attainment and progress have improved, inadequate teaching has been eliminated, and pupils' attendance and behaviour have improved. There is little difference in the achievement of different groups of pupils, because the school effectively promotes equal opportunities. The school has well-formulated plans of action to further drive forward attainment and progress. The governing body is well organised to monitor and evaluate school performance, and it holds the headteacher and staff to account. Staff new to leadership roles have rapidly gained the expertise to evaluate the quality of teaching and to support staff in continuing to improve teaching. All staff are supported with a comprehensive programme of professional development which has considerably improved their practice. The school ensures safeguarding requirements are met. It tackles all forms of discrimination effectively. The clear trend of improved progress, behaviour and teaching show the school's strong capacity to improve further improve.

Parents and carers support the school and recognise the improvements made by leaders and managers. Parents and carers welcome the level of support they receive, especially for pupils joining the school during the year. All say they are well informed

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

and the school works successfully to involve families who would not usually visit the school.

The curriculum is well managed and includes many activities to engage pupils' interest in learning, and to promote their acquisition of basic skills of communication, literacy and numeracy. The school promotes pupils' spiritual, moral, social and cultural development well through assemblies, very good relationships, and its particular focus on small-group work, and respect for each other's values and ideas. The curriculum includes themes which are used for the focus for the week. For example, 'bullying' was the focus during the inspection and the theme was used well in a poetry lesson to extend pupils' vocabulary, as well as to promote their understanding of tolerance and consideration for others. This contributed well to pupils' spiritual, moral, social and cultural development.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



25 June 2012

Dear Pupils

Inspection of King's Ford Junior School, Colchester, CO2 9AZ

Thank you for making me so welcome when I inspected your school and sharing your views with me. I think your school is satisfactory, but improving. Your progress is satisfactory too, and improving fast.

The following things are particular strengths of your school.

- Your teachers are helping you to make better progress. You are enthusiastic about learning, and you enjoy the wide range of interesting activities the school organises.
- The headteacher, staff and governing body make sure the school is continuing to improve.
- Your behaviour is good, and your attendance is above average. You say bullying is rare, and you know about the different forms of bullying. You are sure that if bullying happened, it would be sorted out rapidly.
- Your school takes good care of you.

In order for your school to continue to improve, I have asked your teachers to make sure that:

- you spell accurately and carefully in your writing
- your handwriting is neat and easy to read
- you improve your mathematical problem-solving skills
- your work is always challenging
- you follow any guidance you are given when teachers mark your work
- you are quick to pay attention to teachers when they ask you to listen.

You can help by checking to make sure you spell accurately, write neatly, listen to teachers as soon as they ask you to, and by following any guidance teachers give when they mark your work. You can also tell teachers if you find the work too easy.

Yours sincerely

Edward Wheatley
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**