



King's Ford Junior School

Inspection Report

Unique Reference Number 114716
LEA ESSEX LEA
Inspection number 279438
Inspection dates 26 September 2005 to 27 September 2005
Reporting inspector Ms. Cheryl Thompson LI

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

Type of school	Primary	School address	Gloucester Avenue
School category	Community		CO2 9AZ
Age range of pupils	7 to 11		
Gender of pupils	Mixed	Telephone number	01206573807
Number on roll	120	Fax number	01206540195
Appropriate authority	The governing body	Chair of governors	Mr. Richard Bourne
Date of previous inspection	7 February 2000	Headteacher	Mr. Laurence Girside

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

King's Ford is a small junior school with 117 pupils on roll. It serves the local area, which includes a garrison. There is a very small number of pupils from minority ethnic families and who speak English as an additional language but these enter school with similar scores to the pupils from white British households. There is a very high turnover of pupils. Four out of ten pupils are eligible for free school meals, which is above average and reflects the high levels of economic and social deprivation. The number of pupils with special educational needs is twice the national average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

King's Ford Junior is a good school. There is an exceptional commitment to pupils. The care and support provided are outstanding and their effect on pupils' personal development and academic achievement is very good. All pupils learn successfully and achieve well. Parents and pupils justifiably hold the school in high regard. The school views itself as good, which reflects a clear understanding of its strengths and areas for further improvement. Inspectors agree with the school's view of itself. The quality of teaching and the curriculum are good. Systems for assessing how well pupils are doing are very good but are not used as efficiently as they could be in planning improvements and to measure the school's success. The school is well aware, for example, that pupils can do even better in mathematics but this is not yet sufficiently evident in its planning. Leadership and management are good. There have been significant improvements since the last inspection, especially in standards and teaching. The school is well placed to make further improvements. It provides good value for money. There are good links between the school and other agencies. The school is engaged in a number of initiatives which are beneficial for pupils, such as links with sports associations and a Rotary Club whose members are involved with hearing children read. These initiatives are monitored effectively and have a positive impact on pupils' attitudes to learning, their behaviour and progress. Attendance is below average, in spite of the school's best efforts to make parents aware of the importance of their children's good attendance.

What the school should do to improve further

- Build on the good work already underway to raise standards further in mathematics.
- Make better use of assessment information so that clear and easily measured priorities for improvement are identified and acted upon.
- Improve the pupils' attendance.

Achievement and standards

Grade: 2

The school correctly judges that pupils' achievements are good. The majority of pupils enter the school with scores that are below the national average in reading, writing and mathematics. From this low starting point, all pupils, including those with learning difficulties and disabilities, make at least good progress, often exceeding the challenging targets set for them. Scores were similar in 2005 although the school's analysis of these results shows that some pupils could have achieved higher standards in mathematics. Boys and girls make similar progress as do pupils who have English as an additional language. Standards have improved considerably since the last inspection, particularly in the past three years, although mathematics remains the priority for further development. Higher and lower attaining pupils make particularly good progress as a result of careful assessment and good, challenging teaching. The school copes very well with the high number of pupils joining at different times during

the school year. Their needs and attainment are quickly assessed and no time is lost in making sure they are helped to make good progress.

Personal development and well-being

Grade: 2

The provision for pupils' personal development and well-being is very good. The oldest pupils in the school are thoughtful and responsible. Relationships between staff and pupils and between pupils are very good. Pupils demonstrate great kindness and respect for one another. The school is a welcoming community where new pupils soon feel they belong. Pupils behave very well in class and at playtimes. Those who find it difficult to behave are helped to know the right things to do. Pupils say they 'love school' and this is shown by their very positive attitudes to work and play. Pupils' spiritual, moral, social and cultural development is good. They have a good understanding of how they can make a positive contribution to society in general and in school. They thrive on their responsibilities as monitors and school council members. Pupils' knowledge of festivals such as Christmas is good but they do not have a satisfactory understanding of how different beliefs and cultures influence how people choose to lead their lives. They are effectively encouraged to adopt healthy lifestyles, for example with good provision for physical education and healthy choices in the school tuck shop. Pupils are developing a suitable range of key skills, particularly in literacy and numeracy and have a good understanding of what choices they will need to make to ensure their economic well-being. In spite of the school's good efforts to make parents aware that absence from school hinders their child's progress, attendance is still below average, although improving. A few parents allow their child to stay away from school for no apparently justifiable reason.

Quality of provision

Teaching and learning

Grade: 2

The school judges that teaching is outstanding. However inspectors find teaching is good overall with significant strengths. Teachers know their pupils well and manage them skilfully in lessons so that no time is wasted. The school's very good system for checking on what pupils know and need to learn next helps teachers plan lessons very effectively. They set firm but fair guidelines for behaviour and work so that pupils are very clear about what is expected of them. Lessons are often lively with good links made between subjects to make learning interesting. Grouping pupils by ability for mathematics means higher attaining pupils make rapid progress as a result of very good, challenging, teaching; however the school is aware that more needs to be done to support the other groups as effectively. However, standards overall are rising at a good rate because of this good teaching. Pupils who have learning or behavioural difficulties are quickly identified and they receive very good help. As a result, these pupils enjoy learning and they feel good about themselves. The school works hard to

help parents know how to help their children at home but not all parents act on the advice.

Curriculum and other activities

Grade: 2

The school considers curriculum provision to be good. Inspectors agree and also recognise that the excellent range of extra curricular activities on offer is highly effective in promoting pupils' enjoyment and personal development. The good quality provision for pupils' personal, social, health and citizenship education helps pupils to learn the importance of staying safe and being healthy, and prepares them well for playing a role in the community. The school takes careful account of the needs of the relatively high number of pupils who have learning difficulties and of those who are more able. Both groups are supported and challenged with interesting and suitable work so that they make good progress. The school has made a good start on linking subjects to make pupils' learning more interesting and relevant.

Care, guidance and support

Grade: 1

The school has judged correctly that care is outstanding and inspectors found that pupils are nurtured and cared for very effectively. Parents are pleased with the care and help their children are given. Underpinning the provision is the outstanding care shown by all staff for each pupil. The pupils have confidence in the adults employed by the school and know that any concerns will be dealt with sympathetically. They say they feel safe in school and know that there is someone to turn to should they have any worries. The school is particularly successful in helping pupils learn how to handle any inclinations to behave unacceptably. All correct health and safety arrangements are in place. There are very efficient systems for spotting any child experiencing emotional or learning difficulties. Newcomers to school are paired with a 'buddy' to help them settle in. Strong links with agencies, for example learning support and social services, help the school provide the right support to ensure pupils make good progress. The special educational needs co-ordinator and learning support assistants make sure that pupils with learning difficulties make at least good progress.

Leadership and management

Grade: 2

This school is led and managed well. The head and deputy work extremely effectively as a team. They provide a strong sense of direction and focus on improving pupils' achievement and personal development. They show a good capacity to lead the school in further improvements. There has been a significant improvement in standards attained in national tests in the past three years, although the school is well aware that more remains to be done, particularly in mathematics. Since the last inspection, teaching and the pupils' behaviour have improved and the more able pupils are achieving very well. There are good systems for checking how well the school is doing

and identifying areas where it can do even better. The school seeks and takes account of the views of pupils and parents when identifying future priorities. The school has a clear picture of each pupil's standards and their progress. This information is used profitably to help teachers focus in their lesson planning on improving the attainment of groups of pupils. Although planning for school improvement is good, it could be more sharply focussed if the school made better use of the information it gathers about its effectiveness, including that on pupils' progress. Funds are used efficiently and resources are deployed well, for example, to employ teaching assistants and a personal assistant to teachers. These staff provide very good value for money. Pupils' views are valued and acted on. For example, they identified they would like more educational visits so the school has set aside funds for this to happen. There are good and beneficial links with other agencies which support not only pupils but their families. Links with sports associations give pupils opportunities to learn to play a wide range of games. Governance is satisfactory. The governing body is supportive of the school and developing its role as a critical friend. It carries out all its duties diligently.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me to your school and being so friendly. I enjoyed talking to you about things you like about your school. I was impressed with how well you behaved in lessons and in the playground. You told me one of the best things about the school was the teachers, and you are right. In fact, all the staff look after you really well and your teachers plan interesting lessons. They make sure that you work hard and make good progress. You also said you liked the clubs and it was good to see so many of you enjoying the ICT, basket ball, guitar and choir on Tuesday. Mr Garside and Mrs Springett are doing a splendid job in making sure you get a good education. I have asked them to carry on making sure you do as well as possible in maths. I have also asked them to make better use of all the information about how you are getting on when they are doing important planning. Something else to improve is attendance. There are a few of you who have time off school when you don't need to. Please can you help your school improve by making sure you come to school regularly. Thank you again for your help with the inspection of your school. I hope you carry on enjoying lessons and clubs.