



Assessor's Evaluation for the IQM CoE Award



School Name William Ford CofE Junior School
Ford Road
Dagenham
Essex
RM10 9JS

Head/Principal Mr David Huntingford

IQM Lead Mr Lee Buckingham

Date of Review 14th October 2024

Assessor Ms Karen Coxon

IQM Cluster Programme

Cluster Group Drive to Thrive

Ambassador Kenny Frederick

Next Meeting 15-11-24

Meeting Focus

Cluster Attendance

Term	Date	Attendance
Autumn 2023	11-10-2023	N/A
Spring 2024	18-03-2024	Yes
Summer 2024	28-06-2024	Yes
Autumn 2024	15-11-2024	
Spring 2025	19-03-2025	
Summer 2025	10-06-2025	



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Sources of Evidence:

- IQM Self-Evaluation Report
- School Website and Policies
- Ofsted report and Gov Data information
- School Data
- Senior Leadership Team Teaching and Learning review.
- Staff and parental survey analysis report
- Track-it lights behaviour monitoring analysis
- Pupils' workbooks
- Lesson Reflection Sheets
- 'Lego in the Curriculum' London Design and Engineering University Technical College (UTC) booklet
- Lighthouse provision-Weekly planning sheets and pupil profiles
- Learning Walk and interaction with teaching and learning support
- Staff Newsletters
- Continuing Professional Development (CPD) records

Meetings Held with:

- The Senior Leadership Team, Headteacher, Deputy Headteacher and Assistant Headteacher
- Parents, carers and guardians accompanied by interpreters
- Governor (SEND and Inclusion)
- Year 4 and Year 6 pupils
- Teaching Assistants
- Hamish and Milo -small group mental health and emotional wellbeing intervention session.
- SENDCO, Deputy Headteacher (Inclusion lead) and Assistant Headteacher (Teaching, Learning and Curriculum lead)



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Summary of Targets from 2023-2024

Target 1:

Ensure consistency of high standards across all subjects ensuring that 80% of pupils achieve expected standards across the curriculum.

William Ford CofE Junior School has made excellent progress towards achieving their highly aspirational target, of ensuring that 80% of pupils achieve expected standards across the curriculum. In July 2023, 51% of pupils gained the expected standard in reading, writing and maths. School data, which was externally validated, for July 2024 records an increase to 72% of pupils gaining the expected standard in reading, writing and maths. Figures for the Pupil Premium and Special Educational Needs and Disabilities (SEND) groups increased dramatically. Pupil Premium results increased from 23% achieving the expected standard in reading, writing and maths in July 2023 to 70% in July 2024. The SEND group's attainment almost tripled.

William Ford CofE Junior School's whole staff have worked tirelessly, but systematically, with the whole pupil's life experience and future in mind. The school are aware of the local community pressures, and leaders encourage all pupils 'to thrive, not just survive.'

The school offers a broad and balanced curriculum, and personal development is integral within the curriculum intent. Careers are promoted through purposeful learning and engaging activities, resulting in pupils being excited by the future and aspiring them to work and succeed. In addition to this, in recognition of the needs of the community in which they serve, the school has committed to providing rich and meaningful experiences to all pupils whose families may find it difficult to provide. William Ford CofE Junior School have planned cultural capital experiences that their pupils might otherwise not easily receive. Activities such as having a meal in a restaurant, cooking a meal, performing to an audience, visiting a foreign country, attending a theatre production in the West End, and serving the local community are just some of the opportunities pupils experience.

Teaching and learning strategies and content are regularly reviewed and monitored by the Senior Leadership Team. Curriculum coordinators are interviewed, and the information is triangulated by looking at the pupil's work, observing lessons and speaking to the pupils. Due to this process, the reading and writing curriculum has been modified to enable pupils more opportunities to revise, edit and improve their written work and to accelerate their progress in reading.

Teaching and learning support staff complete lesson reflection booklets, which enables them to identify pupils' achievements, misconceptions, next steps, and gaps in learning. These are active documents which inform planning and contribute to the assessment, as well as intervention planning and delivery. Ofsted July 2024 reported that 'The support for pupils with SEND is strong, they are swiftly identified and given support to follow the same curriculum as their peers.'

In the last year, William Ford CofE Junior School have used Partners in Excellence (PiXL), a network which offers a huge range of support including gap analysis



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assessment tools, teaching strategies and training which the school have found very supportive. The school report PiXL to be a powerful tool that can provide clear information for staff to develop strategies and improve life chances and outcomes for the pupils. The SEND Governor reports that the school shares PiXL data termly and said, 'Identifying appropriate targets for the pupils is a feature of the school, these targets are translated well into lessons and individual support plans.'

Teachers and inclusion leaders meet every 2 weeks to overview the progress of groups within classes and year groups. Targets are reset and intervention outcomes are monitored. If interventions have not had the desired impact, they are changed and any new needs which have been identified, are planned for. This rigorous monitoring ensures that learning and lesson planning addresses the needs of the pupils, enabling gaps to be removed and accelerated learning.

A new 'Lighthouse' learning environment has been created by the school to meet the needs of SEND pupils finding it hard to access learning in the mainstream classroom. This provision is popular with all stakeholders and is a flexible and fluid provision. Pupils may access most of their learning in this environment but will also access many lessons in their mainstream classroom with support. Other pupils will access specific interventions for a series of lessons only. The class teacher in 'Lighthouse,' liaises weekly or daily with class teachers and teaching assistants to support modifying planning and learning presentation. This is key to the success of the SEND pupil's learning.

William Ford CofE Junior School developed their marking policy over a period of time, piloting it in one class per year group, developing a process to enable feedback to pupils to be more effective, whilst safeguarding teacher wellbeing and work/life balance. There is a whole school ownership and investment in the policy. Pupils spoke to the IQM Assessor about their personalised next steps and checklists in writing. They spoke about how they use a green pen to ask for extra clarification, record corrections or additional knowledge to expand their learning, once the teacher has fed back to them. The pupils talked about the teachers modelling learning, providing visual support and practical resources to aid their learning. They spoke about teachers speaking to them about their learning and letting them know how they are doing and what their next steps will be.

There is no doubt that William Ford CofE Junior School has made and continues to make a huge impact on the life chances of their pupils. The data evidences a significant improvement in attendance and attainment. Pupils love coming to school, and parents report that they are extremely happy with their children's progress and say, 'It is a brilliant school,' and they, 'Have not got a bad word to say about the school.'

Next Steps:

- Ensuring changes to the curriculum and recent training in Rosenshine's Principles of Instruction continue to be embedded.
- Embed recent training from the London Design and Engineering University Technical College (UTC) around the use of Lego to develop learning and to ensure full access to the curriculum for all children.



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Target 2:

Further develop behaviour and our provision for pupils who are vulnerable through SEND, mental health safeguarding and/or poor punctuality and attendance.

William Ford CofE Junior School have clear guidelines for motivating pupils to behave well and make the right choice. They are very mindful of the difficulties including trauma and mental health difficulties that some pupils and families face.

The school records incidents using the 'Track it lights' and 'CPOMS' software packages, which helps to analyse patterns and frequencies in different types of behaviour. Post Covid, the school recognised that pupils had been isolated and needed to learn how to socialise, play or disagree well. To facilitate this, the school has provided a wealth of activities for pupils to engage with at playtimes and lunchtimes. Structured activities and clubs run at lunchtime which are enjoyed by the pupils. Adults model play and social interactions and are proactive in ensuring equipment and activities are good quality and engaging. Lead teaching assistants provide activities such as tent-making, chalk to create floor art and many other activities which inspire the pupils.

Good behaviour is noticed and rewarded generously; pupils want to be rewarded. The rewards are given in the form of house points, which translates into rewards for individuals and groups. These rewards can mean extra playtime, awards in assembly, and special trips to the cinema, theatre, or park. Pupils can also be nominated as 'House Point Heroes' and receive acknowledgement from their peers and rewards.

'Track it lights' data shows that serious incidents reported as 'red' incidents have dramatically and consistently reduced. 'Red' incidents year on year have reduced. 167 incidents recorded in 2021-2022 reduced to 109 incidents the following year, with just 22 recorded last year. The school does not wait for situations to escalate. If a pupil has 3 or more 'orange' incidents recorded, this is noticed and managed. Parents/carers and the pupil are informed that change needs to be made. Interventions to support the pupil to modify their behaviour are put in place swiftly.

Activities in class encourage pupil collaboration, creativity, critical thinking, and communication. Pupils are taught that there is a way to disagree well and when observed, this is rewarded.

William Ford CofE Junior School has reviewed its online safety curriculum and has engaged parents with this. Parents have been able to attend workshops, which included mobile phone safety. The school reports that within a very short period after implementation, there was a decrease in the number of online behaviour issues. The school continues to monitor this closely.

The new 'Lighthouse' learning environment has had a positive impact on SEND pupils who find accessing learning in a mainstream classroom difficult. It is a flexible and fluid provision and has been recognised as a highly effective provision by Ofsted and the local authority. The 'Lighthouse' has also supported the attendance of persistently absent pupils. These pupils feel safe and secure and are supported to further build their



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confidence and learning in 'Lighthouse.' This gives them a sense of belonging, which improves their attendance and ultimately their return to their mainstream classroom.

Attendance figures have improved significantly due to the emotional understanding of staff and the engaging, relevant, and exciting curriculum and experiences which link clearly with real life and the pupil's futures.

Next Step:

- Further develop specialist SEND provision to match our whole school curriculum intent of exposing and inspiring children to future careers. This will partially be achieved through the provision of setting up and running a community café.
- Fully embed new attendance policy based on new government guidance.

Target 3:

Refine strategies and provision to improve the mental health of pupils, providing hope and aspiration for the future.

William Ford CofE Junior School recognises how important it is to support the mental health needs of pupils, parents, and staff. Place 2 Be is a charity working to improve the emotional wellbeing of pupils in schools and has supported schools to target support for their pupils and families. Place 2 Be uses play and art-based therapy to support pupils with a range of challenging and complex needs.

All William Ford CofE Junior School staff have had training on Adverse Childhood Experiences (ACEs), zones of regulation, mental health support and low arousal behaviour management techniques. The Special Educational Needs and Disabilities Coordinator (SENDCo) has been awarded Senior Mental Health Lead (SMHL) status. Last year, the school invested in the 'Hamish and Milo' scheme of work, which supports the delivery of high-quality, small-group and emotional wellbeing interventions. The school reports that these intervention sessions have been phenomenally successful. The session's successes are measured by strength and difficulties questionnaires before and after the intervention period. The IQM Assessor was privileged to be able to observe part of a session with six children, focusing on worries. The Learning Mentor was patient and understanding and skilfully encouraged pupils to share their thoughts and describe their feelings. The pupil's needs were understood, and progress was celebrated. Different scenarios were explored, and solutions were discussed by the whole group. There was a clear structure to the group with creative activities planned. All pupils had their own booklet entitled 'My Wellbeing Journal' which they would later complete, following the session.

Other provisions including, 'place to talk,' welcomes self-referrals, and the School Family Support Worker is very approachable and valued by the parents. The range of provisions ensures that needs are raised and dealt with quickly and sensitively. The huge increase in access to mental health provisions in school has meant that any child with a need has had their needs met. Almost a third of the pupils have accessed support for a range of different mental health needs or emotional wellbeing needs in the last



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year. The Senior Leadership Team are realistic and mindful of the challenging situations many pupils face. They are positive that the pupils are taking on board strategies they have been taught in wellbeing and therapy sessions, for example, pupils may sometimes ask to go to a quiet area if they feel angry, as they recognise that they need to manage it appropriately. This is acknowledged and rewarded by staff.

Pupils told the IQM Assessor that they have amazing trips, clubs, and lessons at school. They spoke about the football clubs, I Rock, ballet, the school radio station and how it was operated, and they were excited to make podcasts for the National Geographic. They spoke at length about the moneywise challenge and enterprise challenges they were set in teams.

Personal development is integral within the curriculum intent. Careers are promoted through purposeful learning and engaging activities, resulting in pupils being excited by the future and aspiring them to work and succeed.

Next Step:

- Develop the use of their radio station provision to further develop SLCN and to be utilised by pupils in our specialist provision.
- Begin the community café experience in their specialist provision.
- Increase the range of visitors who present career information within the school.



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Agreed Targets for 2024-2025

Target 1:

Whole school staff to apply and embed teaching techniques and resources to enhance learning and attainment for all groups. Revisiting and recalling knowledge to secure learning and attainment. Ensuring 80% of pupils achieve expected standards across the curriculum.

Comments

- 2023 data recorded 51% of pupils gained expected standard in reading, writing and maths. School data for 2024 records an increase to 72% of pupils gaining expected standard in reading, writing and maths. This target will further support the school to achieve their aspirational goal of ensuring 80% of pupils achieve expected standards across the curriculum.
- Teaching and learning support staff apply Rosenshine's Principle of Instruction training into their daily lesson.
- Teaching and learning support staff to apply 'Lego in the curriculum training' London Design and Engineering University Technical College (UTC) to enhance learning and attainment in all areas of the curriculum.
- Assessment - tracking of the combined measure ensures at least 80% of pupils reach the expected standard in all subjects.
- Two weekly pupil progress meetings to evaluate interventions, gaps in learning and strategies to meet individual needs.
- Allocate and closely monitor Integrated School Provision for SEND pupils as appropriate.
- Implement ongoing staff CPD, focussing only on school development priorities including peer observations.
- Utilise William Ford CofE Junior school's cluster groups for peer review and support.

Target 2:

To further develop William Ford CofE Junior School's motivational aim to provide pupils with hope and positive aspirations for their futures, improving pupil's mental health and their life experiences.

Comments

- William Ford CofE Junior School ensures that during pupils' time attending Junior school, they engage in eleven life experiences they may otherwise not access.



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- Ofsted (July 2024) reported that the excellent range of clubs and opportunities across the curriculum and beyond, resulted in a personal development grading of 'outstanding'.
- The school will use the in-school radio station provision to support the development of speech, language and communication of the pupils accessing specialist provision.
- Set up a community café experience in the school's specialist provision.
- School plans to increase the range of visitors who present career information within the school.

Target 3:

William Ford CofE Junior School will work to ensure children and young people begin to see themselves as rights respecting global citizens and advocates for fairness and children's rights, both locally and globally. The school are putting into action and developing plans they made in their Action Plan.

Comments

- William Ford CofE Junior School Senior Leadership Team understands what is involved and is committed to the UNICEF UK Rights Respecting journey, audited their position at the start of the Bronze Award process and have planned and executed a successful introduction.
- United Nations Rights Respecting Schools three strands have been introduced to the William Ford CofE Junior School community.
- This year the school will explicitly embed the UN Convention on the Rights of the Child in its policy, practice, and culture.
- William Ford CofE Junior School will see and record the positive impact of these actions on children and young people, staff, and on the school's ethos, practice, and environment.

The Impact of the Cluster Group (with details of the impact of last three meetings)

William Ford CofE Junior School have attended all the meetings in their IQM (Inclusion Quality Mark) cluster group since achieving IQM Centre of Excellence accreditation last October. They find the meetings informative and reassuring. Being able to share expertise across schools and Local Authorities is powerful. William Ford CofE Junior School have offered to host a meeting for their IQM cluster, which is exciting, as their aim for aspirational levels of attainment for all and their personal development provision being integral within their curriculum intent is inspiring.



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18th March 2024- Kingsford Community School – Topics - Inclusion and importance of transition, EAL, Positive relationships, Global Citizenship and international dimension.

This IQM Cluster meeting encouraged William Ford CofE Junior School to reflect on their transition practices with Village Infant School and Dagenham Park Secondary School. They have worked to improve two-way communication and cooperation to ensure smooth and successful transitions for all pupils.

Having reflected on the presentation regarding positive relationships, it was decided that more staff training would be beneficial. It was also decided that having mixed classes at the end of year 5, would support new relationship building, if the year 6 trip to Trewern, an outdoor activity education centre, was at the beginning of the Year 6 academic year.

28th June 2024- Selwyn Primary School-Topics - SEND with focus on hearing impaired and deaf provision, wellbeing.

William Ford CofE Junior School reported that this IQM cluster meeting was affirming for them, as they could see many SEND strategies and their successes, mirrored in their school.

The meeting repeated the importance of building relationships and confirmed to William Ford CofE Junior School how their proposed 'careers café,' alongside the radio station can involve SEND children and support greater parental involvement.



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Overview

William Ford Church of England (C of E) Junior School is a three-form entry school in the London Borough of Barking and Dagenham, which has the highest level of deprivation in London, with the local ward (Village Ward) the sixth most deprived in the country. The proportion of disadvantaged pupils is above average, with 33.7% of pupils being eligible for free school meals. The London Borough of Barking and Dagenham has the highest percentage of Special Educational Needs and Disabilities (SEND) pupils nationally, hence in the last year the Headteacher has modified the building layout to create a staffed, specialised environment for learning, called 'Lighthouse' class. 'Lighthouse' supports a range of SEND pupils with learning needs from across the school in a flexible and fluid way. The school is also hoping to offer an Additionally Resourced Provision, supported by the local authority, to meet the needs of pupils with an autism spectrum diagnosis in the future.

The school leaders want pupils 'to thrive, not just survive in life' and are mindful of the challenges pupils may face outside school. The curriculum intent is 'to be successful, to be healthy, to be happy and to be empowered to make a difference.' The school aims for pupils to achieve well to have a firm baseline. 'Purposeful learning, engaging activities' are planned to incorporate real-life links and reference careers. Ofsted (July 2024) noted that 'Pupils are excited by what they have learned and how it connects to the real world.' Ofsted (July 2024) graded the school's personal development provision as outstanding, recognising the creative and much needed provision enhancing pupil's life experiences and long-term outcomes.

Transition arrangements have recently been reviewed as it is recognised that meeting pupils' needs quickly and appropriately, is paramount for success. Welcoming pupils from the link infant school and transferring pupils to the local secondary school is an important process so that vital information is shared for optimum success of the pupil and their settling in.

On the learning walk, the IQM Assessor observed learning objectives explicitly being shared, visual timetables, zone of regulation boards, learning walls with supportive vocabulary and references for the pupils. Writing proformas, visual prompts and Google translate programs were observed, aiding individual pupils' inclusion within the lessons. Teachers and learning support assistants were working directly with groups of pupils to support their learning. Activities were a mixture of individual and collaborative. Communication, discussion, and problem-solving is encouraged.

Displays around school corridors are of high quality and directly support the learning units being studied in the year groups. Photographs and writing accounts of trips are shared in corridor displays. It was interesting to see the photos and accounts of a year groups trip to Snaresbrook Crown Court. Seeing the pupils in wigs and gowns, role playing being judges and writing about their experiences was a pleasure.

Parents are so happy with William Ford CofE Junior School which is evidenced in a recent survey. 98.2% of parents either agree or strongly agree that their child is happy at William Ford CofE Junior School. 99.1% of parents agree or strongly agree that their child is safe in school and 92.7% of parents agree or strongly agree that children behave well at William Ford CofE Junior School. When the IQM Assessor met parents, they confirmed these results. They said that their children were happy and enjoyed learning



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at school, and they felt that their children's learning needs were identified quickly, and they were supported well. Parents reported that the school communicates well and is responsive when approached, they always have an open door for sharing worries or concerns, as well as successes. The IQM Assessor felt an overwhelming sense of gratefulness, appreciation, and confidence from the parents.

Learning support assistants reported that they feel their wellbeing is considered and that their views are listened to, which then positively impacts their work and the pupil's provision. They are so grateful that they are encouraged to access a range of training opportunities, and this makes them feel valued as members of the school. Their daily work with pupils is significantly supported by having the information they need regarding learning needs, learning styles and the outcomes being pursued. The weekly staff newsletter keeps them well informed about events and policies.

William Ford CofE Junior School community support is strong. The school links closely with many local charities and pupils get involved with community projects. A mural made by the pupils has pride of place in the Heathway shopping area. Pupils visit care homes in the local area. The pupils link with local, national, and global community. They have taken part in the 'Plant a Forest' project and have close links to a school in Colombia via a Christian Charity 'Stand by Me.' When William Ford CofE Junior School was upgrading equipment in their school they donated furniture, stationery and books to Diabour Heritage Academy, a school in Ghana.

William Ford CofE Junior School is a very happy place and staff movement is low. The Senior Leadership Team have had to make very difficult decisions due to huge funding deficits. For the school to manage with less, a staff restructuring process is having to be actioned. Restructuring has been a long and difficult decision and will very regrettably result in redundancies. This has been stressful for the whole staff.

It was a privilege to meet the staff team, whose work has such a profoundly positive impact on pupils' outcomes, they really do thrive. As a team, they offer pupils and their families rich experiences and opportunities which reach far beyond the academic curriculum. Staff, pupils, and their parents love their school.

I feel that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Centre of Excellence following the updating of its Action Plan with new and refined targets. It will be reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin its capacity to maintain its Centre of Excellence status. William Ford CofE Junior School should host an IQM cluster group as they have such a lot of positive practices and expertise to share with their IQM cluster and maybe at the IQM Conference next year.

Assessor: Karen Coxon

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd