



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 24th September 2025

Assessor Ms Sharon Marsden

IQM Cluster Programme

Cluster Group Drive to Thrive

Ambassador Dr Kenny Frederick

Cluster Attendance

Term	Date	Attendance
Autumn 2023	11 th October 2023	N/A
Spring 2024	18 th March 2024	Yes
Summer 2024	28 th June 2024	Yes
Autumn 2024	15 th October 2024	Yes
Spring 2025	19 th March 2025	Yes
Summer 2025	10 th June 2025	Yes

Evidence

I had meetings with the following people:

- Headteacher
- Deputy Headteacher
- Assistant Headteacher
- Special Educational Needs and Disability Coordinator (SENDCo)
- Three teachers



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- Three support staff
- Two Governors
- Learning Mentor
- Family Liaison
- 6 pupils of mixed year groups and backgrounds
- 5 Parents

In addition, I reviewed evidence relating to enrichment data. I visited the school radio, lunchtime provision and a selection of play areas. I observed the pupils taking part in lessons and spent some time in the Lighthouse Provision.

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

This year, the Inclusion Leader attended all Cluster Meetings on behalf of the school. Participation in these sessions provided valuable opportunities to both share experiences and learn from other schools about how they are responding to the rising needs of Special Education Needs and Disabilities (SEND) and Social, Emotional & Mental Health (SEMH). Insights were gained into embedding pupil voice, the innovative use of iPads and moving from individual rewards to collective celebration. The school also learned how other settings successfully embed SENDCo expertise within classrooms and promote the principle of, *“every teacher a teacher of SEND.”* These findings have directly shaped the school's approach to reimagining provision, developing Continuing Personal Development (CPD) and exploring SENDCo training to strengthen support and inclusion across the school.



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Evaluation of Targets for last 12 Months

Target 1:

Whole school staff to apply and embed teaching techniques and resources to enhance learning and attainment for all groups.

Progress

The Deputy Headteacher shared that pupil outcomes in reading, writing and maths are improving, with significant achievements in individual subjects and a growing number of children achieving greater depth.

Staff spoke enthusiastically about how they embed Rosenshine's principles of instruction across lessons, ensuring teaching is structured, well-sequenced and accessible. The assessor observed powerful examples of 'Mantle of the Expert' in action, highlighting how pupils are immersed in meaningful learning experiences that deepen understanding and engagement.

The SENCo outlined the inclusive strategies in place to support every learner. The assessor was particularly impressed by the use of QR codes to showcase pupil progress, an innovative approach that allows children, especially those with SEND, to demonstrate their learning in diverse and personalised ways.

The school has further developed The Lighthouse provision which continues to offer impactful support for pupils with SEND this model strengthens inclusive teaching both within and beyond mainstream classrooms.

The school are proud to share that their inclusive approach has gained widespread acclaim, including features in Jamie Oliver's Dyslexia Revolution and invitations to present at the World Inclusion Congress, the United Nations and major UK education events.

Next Steps:

- Embed New Planning Pro Forma.
- Make Mantle of the Expert and spiritual development explicit in all subjects.
- Monitor Impact of Planning.
- Strengthen Data Use and use data trends to flag pupils needing urgent intervention.

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.

Progress

The Headteacher spoke with pride about the three residentials delivered this year, one of which was specially tailored to support pupils with SEMH and SEND needs. During these experiences, children developed essential life skills such as shopping, cooking and managing daily routines. They also took part in outdoor adventures like mountain walking and gorge scrambling, helping them build resilience, independence and self-confidence.

The school's radio station, highly popular with the children, continues to support speech, language, and communication development, particularly for pupils with additional needs. It gives pupils a platform to express themselves, boosting confidence and raising awareness of careers in media and journalism.

Pupils in Key Stage 2 (KS2) access a rich programme of eleven life experiences, including theatre visits, cultural trips, residentials and real-world activities. These experiences broaden horizons and offer opportunities many pupils would not otherwise encounter.

Next Steps:

- Fully embed the school-wide cookery workshops, ensuring they support curriculum learning, promote healthy eating and expose pupils to catering-related careers.
- Build on existing dyslexia and neurodiversity work by pursuing formal recognition as a Dyslexia-Friendly School, using the visiting speakers as key launch events and role models.
- Capture and evaluate the impact of the eleven experiences programme and careers interactions on pupil wellbeing, aspiration and long-term goals, using pupil voice and follow-up activities.

Target 3:

Further develop a culture of dignity, equity and pupil empowerment by embedding children's rights across the whole school community.

Progress

The Senior Leadership Team (SLT) remain committed to integrating children's rights across the school community. Over the past year, this work has been developed and is now clearly visible throughout the school. The assessor noted a welcoming display in the entrance hall that encourages parental involvement, reflecting the school's inclusive approach and its dedication to building a shared understanding of children's rights.

Children across the school can articulate key rights and understand their relevance to daily life and learning. These themes are consistently reinforced through lessons, assemblies and Collective Worship. Ambassadors from each year group promote rights



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awareness, lead pupil engagement and contribute meaningfully to school-wide initiatives. The school's website and communications reflect this commitment by modelling respect and pupil voice.

Next Steps:

- Continue to improve the integration of children's rights by ensuring they are consistently embedded across all classrooms, the curriculum and wider aspects of school life.
- Use the new planning proforma to systematically embed rights education into lesson plenaries and identify opportunities for spiritual reflection.
- Strengthen the role of Ambassadors by supporting them to lead whole-school initiatives and pupil voice activities.



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Agreed Targets for next 12 Months

Target 1

Develop and embed inclusive, real-world curriculum experiences that remove barriers to learning and build confidence through consistent use of Mantle of the Expert, adaptive teaching, digital strategies, targeted dyslexia-friendly strategies and career-linked opportunities.

Comments

The Headteacher emphasised the importance of embedding inclusive, aspirational and real-world learning across the school's curriculum. Building on strong foundations, the school is rolling out a new planning pro forma that prompts staff to incorporate prior knowledge, vocabulary development, rights-respecting themes, spiritual reflection and inclusive strategies into every lesson.

The implementation of a school-wide cookery curriculum, led by the school cook, is being embedded to build independence and reflect the school's commitment to practical life skills. Mantle of the Expert continues to be a powerful tool for linking learning to real-world roles and career pathways. This approach is helping children build confidence and see themselves in future roles they may not have previously considered.

Target 2

Strengthen the school's inclusive approach to behaviour by ensuring consistent routines and expectations across all settings, while promoting emotional literacy, respectful dialogue and self-regulation.

Comments

The Deputy Headteacher noted that the school is actively refining and embedding a whole-school behaviour strategy to strengthen its inclusive and emotionally intelligent approach to wellbeing. This strategy outlines clear expectations and consequences, promoting consistency and fairness for all pupils.

The school is proud of its Lighthouse provision and is planning its expansion to offer more tailored support for pupils with behavioural and emotional needs, while maintaining strong connections with mainstream classrooms.

Recent changes to the homework policy and removal of traditional spelling tests have also contributed to stronger partnerships with families. These adjustments reflect a shared commitment to developing strategies and expectations that align with the real-life experiences of pupils and their caregivers.

Target 3

Ensure every pupil has meaningful opportunities to build confidence, character and aspiration, including leadership roles, careers exposure and wider life



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experiences, with a focus on embedding children's rights across the whole school community

Comments

We discussed the importance of dignity and respect in creating a positive school environment. Children's rights are at the heart of the culture of the school with pupils actively engaged in decision making and leadership. Ambassadors are pivotal in promoting pupil voice and modelling respectful relationships which contribute to an environment of mutual understanding and inclusivity.

To further support this journey, the school is planning a high-quality visitor programme featuring speakers with lived neurodiverse experiences. These visits will inspire pupils, increase pupil understanding of difference and reinforce the school's commitment to becoming a formally recognised dyslexia-friendly school.

Overview

William Ford CoFE Junior School demonstrates an inclusive and aspirational environment where every child is supported to thrive. During my visit, it was evident that the school's ethos is lived and felt throughout the community. Inclusion is a cornerstone of practice, described by the Year 6 Digital Strategy Lead as a, *"massive highlight."* He shared that all pupils are involved in assemblies and initiatives such as the tuck shop and described how digital technology is embedded in learning, with every child in Years 3 and 4 using iPads to access the curriculum.

The school takes a considered and well-established approach to neurodiversity, with the Lighthouse Provision remaining a key strength in supporting pupils with additional needs. All Year 3 pupils are screened for dyslexia and a range of adaptations are in place, including overlays, dyslexia-friendly fonts, decodable books and resources for visually impaired learners. Pupils with dyslexia and autism benefit from the use of widgets and personalised support. Placement in either mainstream or provision settings is based on individual need, with the Lighthouse Nest and Meadow environments offering flexible, structured support. Pupils spoke confidently and with pride about their experiences of this support. A pupil in Year 6 said, *"I am dyslexic, I can use a computer in English but don't need it in maths."* A Year 3 pupil added, *"I also have dyslexia, I use an overlay and widgets. I get more help."*

The curriculum is rooted in real-life experiences and designed to meet the needs of the local community. The Headteacher was passionate that pupils should, *"thrive in life, not just survive."* Learning is driven through the use of four Cs: Collaboration, Creativity, Critical Thinking, and Communication. Through their learning, pupils find out about careers they may not have previously considered, activities such as planning a healthy regime for a personal trainer, builder or engineer enables their understanding of these jobs.

The school has seen an improvement in attendance as a result of engagement in this rich curriculum. The SENDCo described the ways in which it, *"keeps writers engaged"* and creates, *"enjoyment and escapism whilst learning,"*

Homework and spelling tests have been removed in recognition of home circumstances, with website links provided for further research. Marking has been replaced with dynamic, in-lesson feedback using green pens, reflection sheets and small group follow-ups. The Assistant Headteacher shared, *"Feedback happens within the classroom and misconceptions are addressed."*

The school prioritises pupils' wellbeing through a robust mental health support system, offering access to a Learning Mentor, Place2Be and a Sports Mentor. The Assessor met with the team who shared that this provision has facilitated support for a markedly higher number of pupils compared to the previous year. Access to support is available through both self-referral and staff identification, with flexible scheduling designed to minimise any impact on learning. The programme is embedded into the school community and offers both targeted and universal interventions. Through play and conversation, pupils process emotions and build confidence. Pupils spoke positively about the support available in school. A Year 6 pupil shared, *"I like coming to school. If*



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you are sad you can go to adults and talk to them." A Year 5 student added, *"teachers here deal with all the hiccups and ups and downs."* A Year 4 pupil commented, *"teachers are kind and listen to me."*

The school's inclusive culture is clearly reflected in pupil attitudes. During discussions with the Assessor, pupils spoke thoughtfully about equality, friendship and understanding. One pupil stated, *"we are all equal,"* while another explained that their friends in the Lighthouse provision are autistic, saying, *"their mind works differently from everyone else. Whatever we do in our classes, the autistic children do in a different way."* These comments demonstrate pupils' awareness of neurodiversity and their ability to articulate this understanding, highlighting how inclusive values are actively reinforced throughout the school.

Pupils take great pride in their school radio, with one commenting that *"it gets your energy up."* All pupils are encouraged to sign up and participate as presenters, making it an inclusive and engaging opportunity. During the visit, the Assessor was invited to be interviewed. The pupils demonstrated care and consideration confidently explaining how the microphone and headphones worked and ensuring everyone felt comfortable throughout the experience.

Governors are proactive in their role, making regular visits to the school to observe adaptations and support ongoing development. The Chair of Governors expressed a strong commitment to inclusion, stating, *"we see it as a need here, giving everyone the opportunity."* Despite increasing budget pressures, governors proudly affirmed that pupil wellbeing remains a priority. This is evident in the school's extensive wellbeing provision and the decision to employ a qualified teacher within the Lighthouse provision to uphold high standards of support.

The school maintains a strong and purposeful connection with the local community. Each June, *"Out to be with the local community"* month has featured activities such as care home visits, creating a community mural and clearing the graveyard. Pupils take pride in their local area and are actively encouraged to see themselves as contributors to its future.

Parents speak warmly about the support their children receive. One parent shared, *"my child's needs weren't acknowledged at the previous school. Now even though he struggles with his behaviour, I feel supported by the school."* Another described how her son had previously been side-lined, but is now thriving: *"teachers put in a lot. They don't divide the children; my child has become independent."*

Families welcome the school's approach to homework. One parent explained, *"after school and weekends are family time. No homework stops my child having meltdowns."* Another added, *"we are not one size fits all. The school notices my child and what he is good at."* A final reflection captured the overall sentiment: *"this school listens. There's good communication with teachers. My child grows step by step and flourishes. The teacher is energetic, so my child is too."*

During my visit to William Ford, I was struck by the warmth, energy and dedication that shine through every aspect of school life. From leadership and learning to pupil voice



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and parental partnership, the school's inclusive ethos and aspirational vision are clearly embedded. It is a place where pupils are not only supported but celebrated and where they truly thrive. William Ford's Centre of Excellence status reflects its deep commitment to fairness, inclusion and community involvement. Thank you to everyone at William Ford for such a welcoming, enjoyable and insightful day.

I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence status and is 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 the capacity for the school to maintain its Centre of Excellence status.

Assessor: Ms Sharon Marsden

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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