

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

William Ford Church of England Junior School	
Address	Ford Road, Dagenham, RM10 9JS
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Excellent
The impact of collective worship	Excellent
The effectiveness of religious education (RE)	Good

School's vision
Learning from Jesus Christ, the Prince of Peace, to work diligently, act generously and live at peace with everyone. Psalm 34:14 - Seek peace and pursue it. Our vision is underpinned by our values of repentance, forgiveness, humility, service and hope.
Key findings
<ul style="list-style-type: none"> • The Christian vision is deeply embedded in the life of the school. Led by inspirational and determined senior leaders, it directs decisions and actions. It serves as an imperative to transform the lives of those the school serves. • The imaginative curriculum and inspiring learning environment is planned with the vision at its heart. This ensures learning is supported and encourages constantly higher aspirations. • Recognizing the needs of local, national and the global communities drives courageous advocacy in the school. Pupils walk alongside those in need, desiring change for peace. • Well-planned collective worship with joyous singing of expressive worship songs shape each day. Reflection opportunities and the use of prayer stations continue the growth of peace. Pupils identify the desire for a consistent method of pupil evaluation to offer further opportunities for enhancement. • Effective religious education (RE) leadership and the delivery of the curriculum ensures pupils flourish in RE. However, more opportunities for deeper thinking in some of the world faiths and worldviews studied are needed to provide consistent quality of learning.
Areas for development
<ul style="list-style-type: none"> • To ensure there is a consistent method for pupil evaluation of collective worship to feed into the planning of the the worship council. • Extend the depth of learning about world faiths and alternative worldviews in RE.



Inspection findings

The inclusive vision for peace and how to achieve it is at the heart of William Ford Junior School. The vision promotes the value of all members of the school community and demonstrates how lives are transformed as a result. It is a golden thread through all actions and decisions made.

Leaders and governors' extensive understanding of the vision enables the delivery of a successful, imaginative approach to curriculum and learning. Staff members 'work diligently' to provide high quality learning. They 'act generously' with their time which is shown in the creation of inspirational learning environments which transform pupils' views of learning. As a result, pupils' aspirations, self-esteem and enjoyment are increased.

Governors are equally passionate that the vision has a positive impact on everyone at William Ford and the community the school serves. They support and challenge the school with a determination that pupils will have opportunities to achieve in all areas without constraints.

Vision-inspired decisions to create social harmony have supported flourishing. The extensive development of the outside areas to improve physical, mental and social health is inspiring the pupils to grasp development opportunities for themselves and others. Different spaces, such as the mirror area, support mental health and self-image. Pupils respond joyfully to the traditional games provided, including the 'dressing up' box. Pupils treat each other with dignity and respect, with a warmth for all to experience the richness of the environment. The positive impact on relationships and behaviour is another aspect of the vision for peace. When pupils disagree, they disagree well, recognizing the value of all God's children.

The life and teachings of Jesus are at the heart of the school displayed, in a striking mural. Pupils refer to the teachings from the Gospels in detail and they identify how they are lived out in the values and the vision of the school. Adults and pupils have a shared articulated understanding of spirituality explored through big ideas and questions. Pupils express a sense of a greater power and purpose in their lives. Creation is contemplated with awe and wonder whilst accepting responsibility to preserve and protect the world. A special day is identified during the year which is dedicated to exploring spiritual thinking and reflection. Individuals and groups identify a continuing sense of peace from this immersive experience.

Parents recognize the positive effects the vision-inspired approach has had on their children's happiness and aspiration. This is appreciated by families of different faiths and worldviews. They value the rich opportunities for character development that are embedded in the eleven engaging experiences offered to all pupils. These are experiences that have been identified and provisioned as part of every pupil's journey through the school. Pupils are enthusiastic advocates for the range of life experiences and adventures this involves. These include 'Savour,' eating in a restaurant and 'Explore;' off-site curriculum visits such as the trip to France. This core commitment is supported by the determination of the leadership that there will be equality and no barriers to every pupil's growth to meet the vision. Recognizing the needs of local, national and the global communities drives courageous advocacy in the school. The school works to support families ensuring no one is left behind. During the pandemic this included providing food parcels and access to technology for learning. A dedicated pastoral team works with families and supports pupils who have faced trauma.

During 'community' month, pupils make connections and become courageous advocates for positive change. The pupils talk of the importance of their advocacy such as reading with




residents in the local care home and helping to clean up the pollution in the local park. Pupils make no distinction between themselves and those they support. Referring to their project 'Stand by Me', pupils say 'There are other members of our school but they live in Colombia'. Their social action represents a sincere desire to help others in a true sense of charity; walking alongside and desiring a change for peace for all.

Collective worship is at the heart of the school, starting the day with praise and the opportunity to encounter the teachings of Jesus. Pupils experience a variety of worship styles that explore, question and offer opportunities for reflection and response. This ensures they appreciate that Christians worship in different ways. The community is united in singing expressive worship songs with joy and enthusiasm. Themes are determined by the pupil worship group and adult worship lead in dialogue with the vicar. As a result, worship is inclusive of, and fully accessible to all. Worship themes and reflection extend through the day. Pupils find the multiple prayer stations around the school core to the fabric of their environment and the ideas stimulated in worship. They provide the focus for pupils who use them to reflect on their own attitudes and actions and how to make changes. Both deliberate and unplanned links to PSHE and other curriculum areas are made through the use of 'big questions' in the classrooms and corridors. Pupils on the worship council say they would value more opportunities to provide a response to individual acts of worship and support adult evaluation.

The quality of teaching and learning in RE is regularly monitored. Work is accurately assessed and pupils make expected progress. Pupils learn through discussion, using research and role play. Leaders ensure clarity of purpose and an alignment with the humanities to develop age appropriate skills of enquiry, critical analysis and interpretation. As a result, pupils demonstrate secure knowledge and understanding of world faiths and worldviews. This allows them to form their own views and respond to reflective questions. This is demonstrated strongly in the depth of thought articulated in the study of Christianity. The 'Understanding Christianity' resource supports staff subject knowledge. When studying world faiths and other worldviews, pupils representing those faiths form panels of experts, using their knowledge to enable others to learn. Where comparisons are made such as between festivals of light, pupils are able to respond and reflect effectively. However, the RE curriculum does not reflect the school's vision in establishing the same opportunities for depth of reflection and response across all world faiths and worldviews studied.



	The effectiveness of RE is		Good	
	<p>RE is well-led and managed. It has a high priority across the school and staff have secure subject expertise. Engaging and imaginative learning approaches ensure learning is memorable and long-lasting. Effective use is made of adaptive learning to ensure all pupils can access the curriculum. Pupils engage and progress well, building their knowledge and understanding over time.</p>			
Information				
School	William Ford Church of England Junior School	Inspection date	25 April 2023	
URN	101234	VC/VA/Academy	Voluntary aided	
Diocese/District	Chelmsford	Pupils on roll	338	
Headteacher	David Huntingford			
Chair of Governors	Rob Riach			
Inspector	Linda Wiskin	No.	2211	