



William Ford C of E Junior School

# Prospectus

## 2021/22



# William Ford C of E Junior School

## Aims of the School

William Ford is a Church of England school. This means that we embrace the vision of the Church of England to provide a distinctively Christian education to any child in the local community, regardless of their faith. For this reason, we welcome children from families of all faith backgrounds, including those of no faith.

The aims of the school are:-

- To make the school a happy place where children want to learn, take pride in their work and develop a working attitude through an engaging curriculum that provides 'purposeful learning, engaging activities'
- To develop each child's full potential
- To foster each child's talents, be it academic, physical or artistic and widen each child's horizons by introducing them to many different activities and experiences
- To help children acquire knowledge and skills relevant to adult life and employment in a fast changing world
- To help children develop socially, have a sense of moral values and to have regard for other people's feelings and situations whatever their colour, race or creed
- To help children understand the world in which they live and the reliance on individuals, groups and nations
- To help children become self-confident and self-reliant. To encourage them to be polite, respectful, considerate, loyal and trustworthy
- To help children appreciate human achievements and aspirations





# Headteacher's Welcome

Welcome to William Ford School, a Church of England school in the heart of Dagenham, east London. My name is David Huntingford and I am proud to be Headteacher of such a fantastic educational establishment.

At William Ford we are proud of our church roots and celebrate that we are a school for children of all faiths and none. A school that is based on a Christian vision and values and is determined to provide a high quality education to all pupils. A school that is inclusive of all pupils and is relentless in developing the whole child.

Our vision guides us all to work diligently, act generously and to seek peace at all times. This is evident through:

- the high quality work our pupils produce, facilitated by our experienced and dedicated team of staff
- our charity and community work which we encourage all pupils to actively engage with
- the range of activities we have in place to encourage healthy competition, turn taking and to ensure engaging activities at break and lunch times to promote positive play.

Our values of humility, service, repentance, forgiveness and hope are evident through the behaviours you will see across the school and the pupils' dedication to serve others with humility, recognise when they may have done wrong and to forgive others. Our values display by our playground entrance celebrates our learning around these values.

Our curriculum motto of 'Purposeful learning, engaging activities' ensures we fully immerse our pupils into rich learning experiences and ensure we provide pupils with opportunities that some families may find difficult. Whether this is a day trip to France or a trip to see a West End show, we strive to create memorable experiences that not only will the children remember for a lifetime but also enriches their learning.

Thank you for your interest in our school. I do hope that our website ([www.williamfordschool.co.uk](http://www.williamfordschool.co.uk)) and prospectus provides you with information regarding our wonderful school and all that we can offer. If you would like to know more, please do not hesitate in contacting us – I would love to show you around.

A blue ink handwritten signature of Mr. David Huntingford.

Mr. David Huntingford

Headteacher





# Our vision and values

*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 directs all areas of school life. From our curriculum to our statutory policies, our vision informs our decision making to ensure we all work diligently, act generously and strive for peaceful relationships. It is our aim to be active in our local and global community, being agents of change that make a positive difference to others around us.

An act of collective worship is celebrated every day. This is led by the Headteacher and other members of staff. The vicar or a member of the church staff team lead assembly once a week. An act of collective worship takes place at an appropriate time each day.

William Ford Junior School is not a Christian school, nor is it a faith school. It is a Church of England community school and welcomes children from families of all faiths and none.

William Ford is a school with a living connection with the local faith and wider community. As a church school, we have always sought to express our Christian ethos in practical ways that make a difference. This includes various initiatives to support our community as well as through our link to the local Christian charity 'Stand By Me' through whom we sponsor three children in Guacamayal, Colombia.

Although there is a diversity of belief and emphasis within our existing school community, we do ask that everyone at William Ford understands our values and endeavours to join us in living them out, whatever their particular task or role. By values we mean descriptions of the way in which we hope every member of the school, adults and children, will conduct themselves through life. In short they answer the question: how do we do things round here?

With our vision having such a focus on Jesus Christ, the school community chose values that are based on the key part of Jesus' ministry: His death and resurrection. From the gospels' retelling of events we chose the following values for our school:

**Humility** - Roman Centurion – recognised he was wrong and that Jesus was the son of God

**Service** - Women who ministered to Jesus

**Repentance** – Criminal on the cross who asks Jesus for forgiveness

**Forgiveness** – Jesus: "forgive them father for they know not what they do"

**Hope** - Resurrection – Jesus gives us hope

Children learn more and engage with our vision and values through our annual

'Vision Day' and 'Values Day.' This complements our other themed days based on British Values and Spirituality.





# Our curriculum

## *Purposeful Learning, Engaging Activities*

We have agreed on an exciting new strapline for our curriculum – ‘Purposeful learning, engaging activities.’ A curriculum where children have a real or fictional purpose to the learning or a working towards a purpose at the end of the unit.

### **Real world**

1. Writing letters to post/send
2. Producing artwork to display for others to enjoy or to send to our friends in Colombia.
3. Applying our maths to justify our opinions – e.g. the playground is too small, Mr Buckingham is drinking too much tea etc.
4. Producing their own textbooks to send to our friends in Colombia.
5. Producing/selling and performing their own poetry anthology.
6. Run their own science symposium – demonstrating experiments they have done across the year and what they show.

### **Fictional world**

1. Researching the stone age to produce a documentary for BBC1
2. Learning about UK geography in order to produce a weather forecast for William Ford TV
3. Redesigning our school garden to the Governor’s requirements in order to apply fraction knowledge.
4. Planning and running their own zoo – learning about animals and their habitats/diets – risk of who could eat who. How do we maximise the area the animals have when we only have a set amount of fencing (area/perimeter – can be made harder by bringing in compound shapes and circles)
5. Running Santa’s toy shop – DT moveable toys/maths 3D nets
6. Bringing the British Museum to Dagenham
7. Being commissioned by an agency to find out something (example: science – solids/liquids/gas. *Bartholomew and the Oobleck* is a 1949 book by Dr. Seuss. *Oobleck can be easily made and is a non-Newtonian fluid (acts like a liquid until pressure is applied when it solidifies). The Government in the book wants to know what Oobleck is and would it make a good surface for a children’s playpark. They need to plan what tests they will do to see the state of matter before deciding on its purpose).*

These ideas should result in engaging activities although we ensure the context/purpose does not distract from the learning. These can be more end of unit tasks to showcase the learning meaning yes at times pupils will just have to write! However, it is our aim to ensure they are inspired. This can be achieved through pupils:

- Knowing they are working for a purpose
- Knowing others will see and possibly benefit from the work
- Knowing they may bring about change
- Feeling strongly about an issue and wanting to communicate their thoughts following a debate/discussion
- Feeling inspired through examples from others
- Use of learning environments to support the learning – especially some of our corridor themed areas
- Adults in role to be interviewed
- Children in role to be interviewed
- Use of discussion/debate/big questions/drama/hot-seating/role play etc

In addition, we need to enrich the curriculum further through:

- Meaningful and engaging trips linked to the curriculum
- Our agreed list of 11 things we want the pupils to have experienced linked in with the curriculum (engaging activities: cook a meal – DT; represent school at sport – PE; attend theatre – English; perform – music/literacy)
- Links made with the Christian ethos of the school/SIAMS framework – disagree well, courageous advocacy, discuss, debate, big questions, morals.



# Our history

The school was founded in 1841 when Dagenham was just a village surrounded by agricultural land. William Ford, a farmer and member of Dagenham Parish Church, left a legacy upon his death to found a school to provide education according to the principles and practice of the Church of England for the girls and boys of the Parish. Later his niece, Sarah Stone, also gave a small endowment towards the Trust Fund.

The school started in a small way, but later land was purchased in Church Elm Lane and a school designed by the architect John Davis Paine, [who also designed the first Waterloo Station] was built. The present building replaces the old Ford Endowed School and is now known as the William Ford C of E Junior School. It was dedicated by the Bishop of Chelmsford on the 18<sup>th</sup> April, 1975.

The building has been much improved by the recent completion of a Sports and Arts Centre shared with Village Infants.

William Ford C of E Junior School is a Voluntary Aided School, which means that the building, repairs, maintenance and improvements are still the responsibility of the School Governors, maintained from the now much reduced Trust Fund, grant aided by the Department for Education. The internal decoration, furnishings, teaching resources and payment of salaries is maintained by the Local Authority. As a Church of England school, it enjoys the guidance, support and encouragement of the Diocesan Board of Education.

William Ford is a Church of England Junior School and is proud of its links with local churches and Village Infants. William Ford shares the same site as Village Infants and caters for girls and boys in the 7-11 age range.





# Our school day

Below is an example of our school timetable. Each day pupils should arrive between 8:45 and 8:55am. Our formal day begins with our collective act of worship (assembly) which will either take place in the school hall or in classes via Zoom/Teams. We have separate break times and lunch times for our younger pupils (Years Three and Four) and older pupils (Years Five and Six). Our new sports coach will be available at break and lunch times to supervise outdoor sports and games. Our official school day ends at 3:15pm although we do offer a range of additional clubs after school.

| Whole School Timetable |            |         |          |       |       |          |          |       |       |          |       |       |          |       |       |          |       |       |               |       |       |       |       |       |       |       |       |
|------------------------|------------|---------|----------|-------|-------|----------|----------|-------|-------|----------|-------|-------|----------|-------|-------|----------|-------|-------|---------------|-------|-------|-------|-------|-------|-------|-------|-------|
| From                   | 08:45      | 09:00   | 09:15    | 09:30 | 09:45 | 10:00    | 10:15    | 10:30 | 10:45 | 11:00    | 11:15 | 11:30 | 11:45    | 12:00 | 12:15 | 12:30    | 12:45 | 13:00 | 13:15         | 13:30 | 13:45 | 14:00 | 14:15 | 14:30 | 14:45 | 15:00 | 15:15 |
| To                     | 09:00      | 09:15   | 09:30    | 09:45 | 10:00 | 10:15    | 10:30    | 10:45 | 11:00 | 11:15    | 11:30 | 11:45 | 12:00    | 12:15 | 12:30 | 12:45    | 13:00 | 13:15 | 13:30         | 13:45 | 14:00 | 14:15 | 14:30 | 14:45 | 15:00 | 15:15 | 15:30 |
| Year Three             | Soft start | Worship | Lesson 1 |       |       | Break    | Lesson 2 |       |       | Lunch    |       |       | Lesson 3 |       |       | Lesson 4 |       |       | End of school |       |       |       |       |       |       |       |       |
| Year Four              |            |         | Lesson 1 |       |       |          | Lesson 2 |       |       | Lunch    |       |       | Lesson 3 |       |       | Lesson 4 |       |       |               |       |       |       |       |       |       |       |       |
| Year Five              |            |         | Lesson 1 |       |       | Lesson 2 |          |       | Break | Lesson 3 |       |       | Lunch    |       |       | Lesson 4 |       |       |               |       |       |       |       |       |       |       |       |
| Year Six               |            |         | Lesson 1 |       |       | Lesson 2 |          |       |       | Lesson 3 |       |       | Lunch    |       |       | Lesson 4 |       |       |               |       |       |       |       |       |       |       |       |

Please note that within the empty boxes above, shorter lessons, mental maths and reading activities will take place.

## Attendance

Regular attendance is essential if a pupil is to make all possible progress. Your co-operation is requested in the matter of notifying reasons of absence. An absence is classified as authorised when a child has been away from school for a legitimate reason and the school has received notification from a parent or carer. For example, if a child has been unwell and the parent telephones the school to explain the absence. The absence will be unauthorised if a child is away from school without good reason, even with the support of the parent. **No child will be allowed to leave the school during a session time unless in the care of his parent or their representative.** In no event will a telephoned message count as authorisation in this respect.

We see punctuality and regular attendance as very important and we ask for your complete co-operation in this matter.

School starts at 9:00 a.m. however, pupils are encouraged to enter their classes from 8:45a.m. If a child's attendance gives us cause for concern, we will arrange a meeting with parents in an attempt to discover the reasons and work together to solve any problems.

Our Attendance Officer will phone on the first day of absence of any child unless the school is notified before 9:30 a.m. of the reason for that absence



# Admissions

We take 90 pupils in three classes of 30 children per year group. It is the governors' policy to admit the children of all parents who choose to have their children educated at the school. If we receive more applications than there are places available, the governors will use the following criteria in order. If you are applying under category 2 or 5, you should fill in the priest reference form. If you are applying under any of the other categories, you do **not** need to fill in this form.

## Criteria for admission

- 1 Children in the care of a local authority (please see note 1).
- 2 Regular attendance, by one or both parents, together with the child, at the church of St Peter and St Paul Dagenham ('Dagenham Parish Church'). (Please see note 2 below for the definition of 'regular attendance').
- 3 A brother or sister attending William Ford Church of England Junior School at the time of enrolment. (Please see note 3 for the definition of 'brother or sister').
- 4 Children attending Village Infants School at the time of the application.
- 5 Regular attendance, by one or both parents, together with the child at a place of Christian Worship, other than Dagenham Parish Church, of a denomination which is a member of Churches Together in England. (Please see note 2 below for the definition of 'regular attendance').
- 6 Any other children who do not fall within the categories listed above.

## Important notes

- 1 In the case of children who are in the care of a local authority, you will need to provide a letter signed by a fully qualified social worker employed by that local authority.
- 2 'Regular attendance' means attending at least once every two weeks at either Sunday Service or other midweek activities (not including those of a purely social nature) for at least two years. The parish priest or another minister needs to confirm this, in writing.
- 3 'Brother or sister' includes stepbrothers or stepsisters, half-brothers or half-sisters and adopted brothers or sisters living at the same address or children who have been living in the same household in a long-term foster relationship for more than one year.
- 4 Children with full statements of special education needs or an Education, Health and Care Plan will be handled according to the current arrangements for such children.
- 5 The governors will consider applications equally in line with the school's criteria. They will not take account of the preference you have given the school on your application form.
- 6 The governors have the right to withdraw places they offer based on information which they later find to be false, inaccurate or misleading. In any event, the governors will not consider applications made later for other children, under the priority provided by category 3 above.
- 7 For a list of churches who are members of Churches Together in England, visit [www.churches-together.net](http://www.churches-together.net).
- 8 All distances are measured by the admissions team using SIA's geographical information system, SMART. Measurements are calculated, on a straight line basis, from the midpoint of the child's permanent address to the main entrance of the school.
- 9 Within any criterion, we will use distance from home to school as a tie-breaker for pupils who have equal claim for a place.



Those children living nearest to the school will be given priority in the allocation of places. When measurements involve flats within the same block, the midpoint measurement will be the same, the governors will then use random allocation to offer places to children within this tie-breaker category.

The governors are unable to consider circumstances not listed in the above criteria. It is essential that we are consistent in our judgment and apply the criteria in a fair and impartial manner.

- 10 If your child fails to gain a place, we will add them to our waiting list. This will be ranked in the same order as our published oversubscription criteria, whatever date you made your application. We will remove your child's name from the waiting list after one year from the date you made your application, although you can reapply if you want to.

**Important note:**

In the event that during the period specified for attendance at worship the church has been closed for public worship and has not provided alternative premises for that worship, the requirements of these [admissions] arrangements in relation to attendance will only apply to the period when the church or alternative premises have been available for public worship



# SEND and pastoral



Our Pastoral Support team consists of:

Mrs Jeanette Miller, our Special Needs Co-ordinator. She oversees all Special Educational Need cases and concerns raised by parents or staff regarding possible barriers to learning that may be limiting a pupil from reaching their full potential.

Mrs Kerry Noakes, our Family Support Worker and Mental Health Lead and Mental Health First Aider. She works closely with families who may require additional support from the school or other agencies as part of a multi-agency approach. This can be with referrals to external agencies or signposting services for families.

Mrs Sue Finch, our Learning Support Mentor and Mental Health First Aider. She provides intervention support for pupils who may have barriers to learning and monitors all pastoral support plans.

William Ford C of E Junior School is an inclusive school. We ensure that all pupils are included in all aspects of learning and school life throughout our school. There is a Special Educational Needs policy which is available for inspection and published on the school website.

A child or young person may be identified as having Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. More information on the identification and support provided for children identified as having special educational needs can be found in the school's SEND local offer which is available from the website.

We understand that in some pupils SEND can be identified at an early age and for other pupils it can emerge later. All members of staff who work closely with pupils are alert to possible emerging difficulties and will raise any concerns they have regarding a child's development.

All staff are alert to persistent disruptive or withdrawn behaviours. These may not necessarily be SEND but may lead to an assessment to determine if there are any undiagnosed learning difficulties, mental health issues or communication difficulties, or if housing, family or other domestic issues may be contributing to presenting behaviours.

If this is the case, the pastoral support team will contact you and discuss the interventions and support that our Learning Mentor can provide. Should it be required, a multi-agency approach may be used to support the pupil and family using the Early Help assessment process or referrals to external services such as Educational Psychologists, CAMHS (Child and Adolescent Mental Health Service) or The Child and Family Centre, which include services such as Paediatrics, Speech and Language team, Occupational Therapy, Behaviour clinics and ASD / ADHD assessment teams. The referral process to these agencies requires Teaching staff, Parents and The Pastoral Team to work closely together for the benefit of the child.

If your child is identified as having Special Educational Needs, in addition to high quality classroom teaching they will receive a specific programme of SEN Support. This may include specific small group work, specialist group or 1:1 support from outside agencies or individual support for specified high needs. This will follow the Code of Practice (2014) graduated approach of Assess – Plan – Do – Review. At all stages of this process it is vital for parents to be involved in supporting their child.

In certain instances where a child does not make expected progress despite interventions, the school or parents can request that the Local Authority carry out a statutory assessment of your child's needs. After the school has sent in the request the Local Authority will decide whether they think your child's



needs seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this they will ask the school to continue with the support already being provided.

After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan.

#### FREE SCHOOL MEALS - CATERING

Your child may be entitled to free meals at school. Applications can be made online via the LBBB website <https://www.lbbd.gov.uk/school-meals>. If you require any support, please contact our Family Support Worker Mrs Kerry Noakes on 0208 270 6582 or email [family-support@williamfordschool.co.uk](mailto:family-support@williamfordschool.co.uk) who will be very happy to assist you. Due to the fluctuations in finances over the last year we would encourage all parents to complete this form as you may not be aware of your entitlement.





# School uniform

Every child is required to wear our school uniform. General items of clothing are easily available from the main chain stores. Sweatshirts, polo shirts, fleece jackets, waterproof coats and hats are available from the school office.

**Children should wear no jewellery other than watches and stud earrings. Nail varnish and make-up are not permitted. Earrings must be removed for P.E. and swimming.**

## **BOYS**

### Winter

Grey or black trousers  
White shirt or polo shirt [tie optional]  
Red sweatshirt/jumper  
Grey or black socks  
Black shoes

### Summer Option

Grey or black trousers or tailored shorts  
White shirt or polo shirt [tie optional]  
Red sweatshirt  
Black shoes

## **GIRLS**

### Winter

Grey or black skirt or trousers  
White blouse or polo shirt [tie optional]  
Red sweatshirt/cardigan  
Grey or black tights  
Black shoes [flat heels]

### Summer Option

Grey or Black skirt or trousers  
Red and white cotton dress  
Red sweatshirt/cardigan  
Black shoes [no sandals or open toes]

Boys or girls may wear a school tie in the house colours but this should only be worn with a plain white school shirt (i.e. NOT a polo shirt).

Boots can be worn in bad weather but children should change into their shoes in school

### Outdoor wear

Red fleece jackets, waterproof coats and school hats are available for outdoor wear. Other coats and jackets [preferably waterproof] are acceptable.

**Owing to similarities in clothing, parents should mark all clothing with their child's name.**





# Physical Education and Games

We seek to encourage each child to develop a healthy life-style. Physical Education is seen as a vital part of our curriculum. Children are given teaching in outdoor games, athletics, dance, gymnastics, outdoor and adventurous activities and swimming.

Parents are asked to provide a drawstring bag for the safe storage of P.E. clothing marked with the child's name. P.E. clothing required as follows:-

## **BOYS/GIRLS**

### **Indoor**

T-shirt in house colour  
Black shorts  
Black Trainers

### **Outdoor**

T-shirt in house colour  
Black shorts  
Black Trainers  
Sweatshirt or blue hooded sweatshirt with the school badge  
Black or blue jogging bottoms

Please note: Many of our lessons will be held outside

### **Swimming**

Girls must wear a one-piece costume.  
Boys must wear trunks [not baggy or long Bermuda type shorts].  
All children must wear a swimming hat.

**No jewellery should be worn for P.E. lessons**



## OUT OF SCHOOL ACTIVITIES

The school hopes to be able to continue to offer opportunities for children to be involved in a variety of clubs and activities. Parents will be informed in writing as and when these become available.

# School catering



Our school lunches are provided by our in-house catering team.

Mrs Watkins has been our cook supervisor for over 13 years and provides a varied and nutritious lunch menu for students and staff. We order quality assured ingredients that come from trusted sources.

We offer a 2-course lunch for only £2.10 per day.

We use a cashless system ParentPay that requires you to pay online or at a local pay point. Letters are available at the school office.

Minimum payments are £2.10.

We ask you to pay in advance and be in credit on your account.

The menu runs in 3-weekly cycles and is colour coded for your convenience.

**RED is our meat option.**

**GREEN is our vegetarian option.**

**YELLOW is our light bite option.**

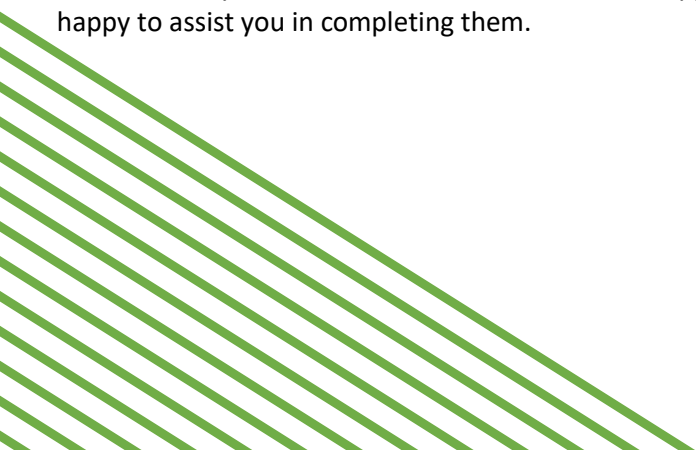
We offer a winter and summer menu and have special theme days throughout the year.

We are a healthy eating and nut free school.

We recommend you speak to the catering staff or school office if your child suffers with allergies or has diet restrictions.

Children may, if required, bring a packed lunch. This should be suitably packed in a plastic container. Drinks, as part of the packed lunch, may be brought to school but must be in a safe plastic container. No fizzy drinks, glass containers or glass filled thermos flasks are permitted for reasons of safety.

Your child may be entitled to free meals at school. Application forms are readily available online and the office will be very happy to assist you in completing them.



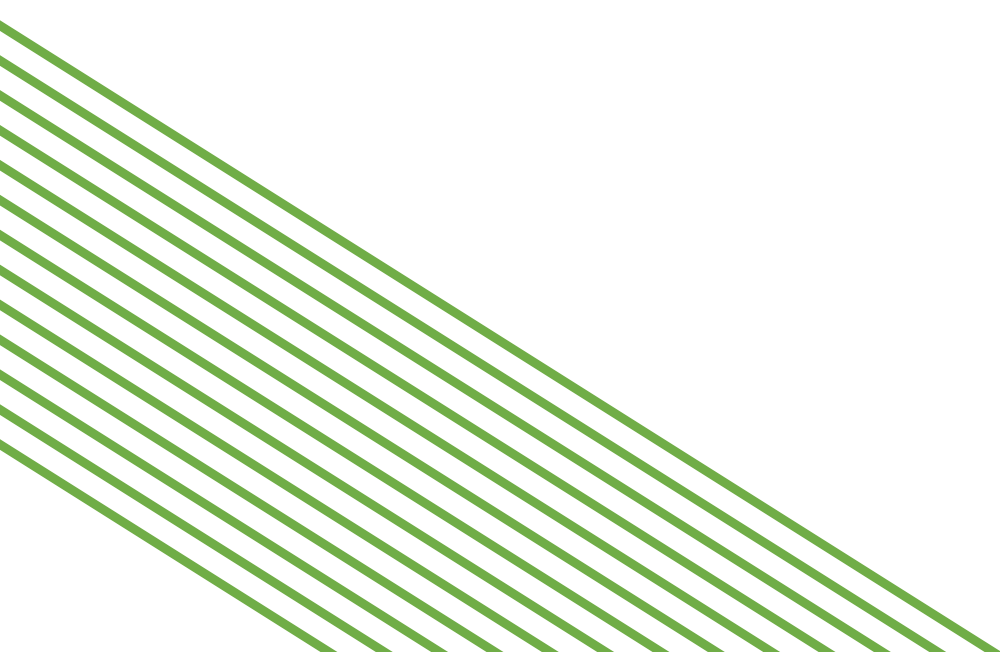
# Parents and school

Just as you have high expectations of William Ford C of E Junior School and its staff, we too have high expectations of you, the parent. In choosing to send your child to William Ford C of E Junior School we expect to work in a partnership in providing an all-round education for your child.



We would ask you:-

- to support the school's aims and objectives
- to encourage self-discipline in your child by re-enforcing the school's code of conduct
- to ensure your child attends school regularly
- to keep us informed of anything that happens at home which might cause changes in the behaviour or attitude of your child
- to support extra-curricular activities such as school productions, curriculum workshops for parents and open days.
- to sign and adhere to the home school agreement



# First Aid

The school has a number of staff who have undertaken various levels of first aid training. Parents will be informed if there is a significant first aid incident.

# Medical

William Ford will seek to support as far as is practical, any child that has a medical or health condition to ensure his or her health and safety, welfare and inclusion in school life.

Parents can request a medical examination to be carried out by the school nursing team if there is a particular need.

At the Headteacher's discretion, tablets or medicines can be brought to school. This would only be agreed to if it forms part of a health care plan or prescribed by a doctor. Such medication must have the pharmacy label attached. These are stored in a secure cupboard in the school office. Where possible, pupils should administer medication themselves, although this will always be under the supervision of school staff.

# Emergencies

It is possible for occasions to arise, as in the event of a pupil's illness or accident, when contact with the parent becomes an urgent necessity. Generally, such contact can be made at home but where both parents are at work, some difficulty may arise. It is vital that we have an emergency contact name and/or telephone number.

Change of address and places of work, telephone number, doctor etc. should be notified as they occur.

**IT IS MOST IMPORTANT THAT THESE RECORDS ARE KEPT UP TO DATE.**

