

West Ham Church Primary School

Inspection report

Unique Reference Number	102765
Local Authority	Newham
Inspection number	355254
Inspection dates	10–11 November 2010
Reporting inspector	Gordon Ewing

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	355
Appropriate authority	The governing body
Chair	Peter Ohuruogu
Headteacher	Paulette Bailey
Date of previous school inspection	26 March 2008
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Introduction

This inspection was carried out by three additional inspectors. They visited 17 lessons and a number of intervention groups, observing 14 teachers. Meetings were held with the headteacher, other senior leaders, governors, members of staff and groups of pupils. Informal discussions were conducted with some parents, carers and pupils. Inspectors observed the school's work, including the systems for assessing and monitoring pupils' progress, pupils' work in their exercise books and teachers' planning and marking. Inspectors took account of separate questionnaires completed by 150 parents and carers, 34 staff and 55 older pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- How much progress children make in the Early Years Foundation Stage from their starting points.
- The relative rates of progress of all pupils, especially girls, as well as those with special educational needs and/or disabilities, in English and mathematics through different parts of the school.
- How effectively leaders at all levels monitor the quality of teaching and ensure that assessment information is used effectively so that all pupils achieve as well as they can. The effectiveness of senior leaders and the governing body in driving and sustaining improvement over time.
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Information about the school

West Ham Church Primary School is larger than the average sized primary school. The proportion of pupils from minority ethnic backgrounds is well above average. The largest groups of pupils are those of Asian and Asian British and Black British heritage. The proportion of pupils who are at the early stages of learning English is well above average. The proportion of pupils who are known to be eligible for free school meals is well above average. The percentage of pupils who have special educational needs and/or disabilities is below that found nationally. Predominantly, these pupils have behavioural, social and emotional difficulties or speech, language and communication difficulties. Some pupils attend a breakfast club and after-school club, which are managed by the governing body. In the last year a number of senior leadership posts have been filled due to retirements and normal staff turnover.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

West Ham Church Primary School is a good school where pupils report confidently that they are safe, happy and well cared for. A positive ethos pervades the school because relationships are strong and pupils have good attitudes to learning. This is reflected in their steadily improving attendance, which is now above average, and their good behaviour. The very large majority of parents report a high level of satisfaction with the school.

Pupils' levels of attainment are rising steadily, particularly in Years 1 and 2, and by the time they leave in Year 6 they attain broadly average levels in their work. This represents good progress from their starting points. However, not enough pupils are achieving the higher levels of which they are capable. Recent initiatives to improve the quality of teaching are clearly paying dividends across much of the school as senior leaders strive to raise expectations and improve levels of achievement for all pupils. Within this positive picture, however, rates of progress are not as marked in the Nursery and Reception classes because the quality of teaching, though satisfactory overall, is not improving at the same rate as that found in the rest of the school. Consequently, children in these classes do not experience a sufficiently broad and stimulating range of activities to accelerate their learning and to develop key skills. Indoor and outdoor activities tend to keep children busy rather than stimulate them and learning is not sufficiently linked to real-life situations.

The school has established a rigorous system to track pupils' progress on an individual basis, which swiftly identifies underperformance and triggers very effective small group intervention activities. The impact of this intervention has been a key factor in raising levels of attainment across the school. However, assessment information is not always used systematically to track the progress of key groups of pupils. As a result, leaders at all levels do not have a consistent picture of the overall progress of boys, girls, more-able pupils, minority ethnic groups and those pupils with special educational needs and/or disabilities.

Teaching is generally good and pupils are exposed to a broad and balanced curriculum that is well matched to their interests and backgrounds. Within this positive picture overall, more-able pupils across the school are not always sufficiently stretched in their lessons and the use of assessment to accelerate learning lacks rigour and precision in providing guidance to pupils on how to take the next step in their learning. The team of able learning support staff plays a pivotal role in helping to raise levels of progress. Good intervention group activities clearly boost the impact of the teaching and, consequently, those pupils who speak English as an additional language, alongside other support groups, make good progress.

Teachers are responding well to the challenges set by the senior leadership team. Accurate monitoring of teaching and learning, alongside an effective programme of

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targeted training, is now addressing variations in quality. Improvements in pupils' attendance are a direct result of rigorous action by the school and parents and carers have responded well. The governing body is well informed, has a clear view of the school's strengths and weaknesses and is becoming increasingly involved in holding the school to account. Taking into account the school's track record since its last inspection, rising levels of attainment and the clear impact of new initiatives to increase quality, the school has a good capacity to sustain further improvement.

What does the school need to do to improve further?

- By July 2011, improve the quality of provision and thereby increase rates of progress in the Nursery and Reception classes by:
 - giving targeted support to teachers so that they more accurately identify and address the learning needs of all children
 - increasing opportunities for children to experience learning activities related to real life giving children more opportunities to develop their language skills by adults modelling language and engaging them more in conversation about their learning.
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- By July 2011, improve the use of assessment to support learning and, as a result, improve attainment and levels of progress for all pupils, especially the more able, by:
 - providing further training so teachers understand how to make rigorous use of assessment information to plan work that is better tuned to pupils' day-to-day learning needs
 - involving pupils in the setting of learning targets, to develop their skills in checking their own and others' progress to increase their independence
 - monitoring lessons systematically, scrutinising pupils' work and improving teachers' marking and feedback so that pupils are better prepared for the next step in their learning.
- By July 2011, improve current systems to track the progress of key groups of pupils by:
 - using the existing range of data available more rigorously to track the progress of boys, girls, minority ethnic and other key groups.establishing rigorous systems to track the attainment and progress of key groups as part of a regular and focused approach to monitoring their work.
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Outcomes for individuals and groups of pupils

2

Pupils achieve well because they enjoy learning and demonstrate perseverance and determination even when, at times, the quality of teaching is insufficiently challenging. In

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Year 5, pupils used the internet to research into the solar system. The good teaching and effective support of the teaching assistant ensured that all pupils achieved well, demonstrating good levels of skill in using reference books alongside their laptop computers to extend their understanding and vocabulary. Pupils, including those with special educational needs and/or disabilities, make good progress overall from Years 1 to 6 because teaching is good and intervention activities are well matched to their needs. Teachers have a clear understanding of the progress of individual pupils and assessment data show that recent progress is particularly strong in Years 1 and 2 and for boys across the school. Areas of underachievement, especially in mathematics, are being remedied by focused support and improvements in teaching. Consequently, levels of attainment and progress are rising, though there is more to do to ensure that this is sustained.

Pupils demonstrate a good understanding of how to lead a healthy life and engage with the many additional activities that the school provides. The very popular breakfast club is a hive of activity and some pupils give up their time to lead activities such as origami. Many pupils, collectively named the 'West Ham Helpers', play an integral part in the life of the school in such roles as school councillors, personal assistants and the 'Eco Team'. They are justly proud of the valuable contribution they make to their school and the wider community. Relationships are strong because pupils show consideration and respect towards each other and demonstrate caring and sensitive awareness of the needs of others. They have a strong sense of right and wrong and listen well to the views of others. All these strong attributes contribute to the sense of harmony and community throughout the school. As a result, pupils are well prepared for the challenges of becoming a citizen in a multicultural society.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The proportion of good teaching is steadily improving as a result of a concerted effort to raise teachers' expectations. Teachers have good subject knowledge and plan effectively for most pupils' needs and interests. On occasions, the same tasks are given to all pupils so that the most able are not always adequately challenged. Small group teaching is particularly effective in building pupils' basic skills, confidence and independence. The rich assessment information available is sometimes used effectively to identify gaps in pupils' knowledge and to re-tune the programme of teaching. However, opportunities are sometimes missed in lessons to check on pupils' understanding and to adapt the teaching to their day-to-day learning needs. Teachers' marking is punctual, positive and praising but rarely does it provide accurate guidance on how to take the next step in their learning. Consequently, the development of independent learning skills is not as advanced as it could be.

The curriculum is generally broad and balanced and makes a marked contribution to pupils' personal development through their involvement in a wide range of activities within and beyond the school. Attendance at extra-curricular activities is high, reflecting pupils' enthusiasm and thirst for learning. Within this positive picture, Year 6 pupils do not consistently receive two hours of physical education per week throughout the year. Good emphasis is placed on the development of skills in literacy, numeracy and information and communication technology. In an intervention group, effective teaching and support

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ensured that pupils were enthusiastically tackling activities individually geared to their needs. They responded well to the focused targets provided in their books and to the dynamic teaching so that they used challenging vocabulary such as 'melancholy' and 'jubilant' with confidence and understanding.

The quality of care, guidance and support to pupils is a strength of the school. The safeguarding of all pupils and staff is given a high priority. Intensive support to pupils with additional needs and those regarded as the most vulnerable is sensitive and effective. The work of the learning mentor, alongside that of the learning support staff, plays an important part in ensuring that pupils make the most of their education and school life. Pupils are well prepared for the next stage in their education, both within the school and when they transfer to secondary schools. Links with outside agencies, such as the neighbourhood police team and health services, further boost pupils' sense of safety and community.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, ably supported by her senior leadership team, has established a clear vision that is now being translated into action by the staff. To support the school's challenging agenda for improvement, a structured programme of training has been initiated and staff report very positively about its benefits and impact. Self-evaluation is comprehensive and, generally, accurate. Good monitoring of the school's work involves leaders at all levels and is informing future improvements. Governors were involved in the training initiative 'Leading Together' and have undertaken reviews of science and pupils' behaviour. They are keen to further extend their good expertise and practice in matters of safeguarding and health and safety. The school challenges any forms of discrimination or prejudice and incidents of bullying or racism are rare. However, more-able pupils are placed at a disadvantage because neither the teaching nor the curriculum consistently meets their needs. Furthermore, the school does not have a clear picture of the progress of key groups of pupils. Consequently, the degree to which the school promotes equality of opportunity is no more than satisfactory. The school makes a positive contribution to the local community and is establishing links with a broad range of other communities within and beyond the United Kingdom. As a result, the school promotes community cohesion effectively.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Nursery with skills and abilities below those expected for their age, especially in communication, language and literacy. They settle quickly and become confident and eager learners. Children are happy, feel safe and enjoy the activities offered because good partnerships with parents and carers are established early and maintained well. They work amicably together and play harmoniously, sharing equipment and taking turns. As a result of sound teaching, they make satisfactory progress towards all key early learning goals and stronger progress in developing number skills. Although children are encouraged to make independent choices, on occasions they repeat activities and learning is not extended through careful guidance and support from adults. Many opportunities to extend children's language skills are missed as adults do not consistently model appropriate language, extend their vocabulary or ensure that children talk with purpose. There is a satisfactory balance between adult-led and child-initiated activities. There is a good emphasis on teaching number skills and linking letters with sound and, as a result, children make better progress in these areas. However, more-able children are not given enough work at a more challenging level and, consequently, their progress is hampered. The use of the indoor and outdoor learning areas is satisfactory though, too often, children are not monitored closely enough so their choices often follow gender stereotypes.

Adults observe and assess children's learning throughout the day and keep adequate records of the progress they are making. Children's progress is tracked but information is not used rigorously enough to clearly identify children's starting points and the progress they make as they move through the Nursery and Reception classes. The Early Years Foundation Stage coordinator, supported by senior leaders, provides satisfactory leadership.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	3
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Approximately one half of parents and carers returned completed questionnaires. The very large majority of responses from parents and carers were positive about their child's overall experience at school. A small minority of parents and carers expressed concerns about the leadership's response to their suggestions and concerns. In discussions with parents and carers at the start and the end of the day, inspectors heard positive views about the school's response to their suggestions and concerns. Most parents and carers reported that any issues brought to the attention of the school were always dealt with promptly and effectively. In written responses and in discussion, a very few parents and carers reported that Year 6 pupils did not receive sufficient curriculum time for physical education. An inspector discussed this with members of the school council who confirmed that Year 6 pupils received less than the recommended two hours per week of physical education. This was brought to the attention of the headteacher who acknowledged that this was, in fact, the case and confirmed that the Year 6 timetable would be adjusted, with immediate effect, so that Year 6 pupils would receive a minimum of two hours of physical education per week.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at West Ham Church Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 150 completed questionnaires by the end of the on-site inspection. In total, there are 355 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	105	70	41	27	2	1	0	0
The school keeps my child safe	90	60	50	33	7	5	1	1
My school informs me about my child's progress	83	55	58	39	4	3	2	1
My child is making enough progress at this school	62	41	79	53	5	3	1	1
The teaching is good at this school	79	53	67	45	0	0	0	0
The school helps me to support my child's learning	57	38	79	53	8	5	1	1
The school helps my child to have a healthy lifestyle	56	37	84	56	5	3	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	58	39	76	51	4	3	3	2
The school meets my child's particular needs	51	34	83	55	8	5	1	1
The school deals effectively with unacceptable behaviour	68	45	67	45	8	5	4	3
The school takes account of my suggestions and concerns	46	31	84	56	3	2	5	3
The school is led and managed effectively	57	38	77	51	3	2	4	3
Overall, I am happy with my child's experience at this school	82	55	58	39	4	3	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 November 2010

Dear Pupils

Inspection of West Ham Church Primary School, Stratford, London E15 3QG

The whole inspection team enjoyed its recent visit to your school to see you at work. Thank you for warmly welcoming us to your school and talking to us about your learning and school life. You informed us that you enjoy school and that you all get on well together. Most of your parents and carers are also happy with the school. These are the things that we found to be good.

- You behave well, share your ideas with each other and work and play as part of a strong school community.
- You make good progress through the school because you have positive attitudes and you are taught well.
- You know how to lead a healthy lifestyle, for example in exercising regularly.
- You feel safe and secure and thoroughly enjoy lessons.
- You are keen to improve your school and you play your part by taking on responsibilities, such as being a school councillor or as a West Ham Helper.
- The staff take good care of you and you are confident that they are always available to help if you have any worries.

Everyone at West Ham Church Primary wants the school to be even better and to achieve this we have asked the staff and governors to improve these things.

- The attainment and rates of progress of children in the Nursery and Reception.
- The level of challenge, especially for those of you who find learning easier, by improving teachers' marking, target setting and the advice given to you so that you know what you have to do to improve your work.
- The way the staff check on how different groups of pupils are doing so that they can plan more accurately how to ensure that everyone makes as much progress as possible.

You can all help by continuing to work as hard as you can. We wish you all every future success.

Yours sincerely

Gordon Ewing
Lead inspector

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