

West Ham Church Primary School

Portway, Stratford, London E15 3QG

Inspection dates 13–14 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Some groups of pupils across the school, including the most able, pupils who speak English as an additional language, disabled pupils and those who have special educational needs, do not make enough progress especially in reading.
- Teachers do not always provide good feedback in their marking so pupils know how well they are doing and what they need to do to improve.
- Teachers do not always use their teaching assistants effectively and, as a result, pupils do not get the full benefit of the adults' support in lessons.
- Senior and middle leaders are not consistently effective enough in using the outcomes of their checks on teaching and learning to secure better progress for pupils.
- Behaviour of pupils is not always of an acceptable standard in some lessons and when moving around the school.
- Governors have not had a good enough impact on improving teaching and achievement. They have not allocated pupil premium funding well enough and, as a result, the gap in attainment between eligible pupils and their classmates remains.

The school has the following strengths

- Teaching and learning in the Early Years Foundation Stage has improved and ensures that children who arrive with skills below those typically expected enter Year 1 having made good progress.
- At the end of Key Stage 2, the most able and those who are eligible for pupil premium funding make good progress in writing.
- Pupils take on responsibilities around the school which helps to prepare them for the next stage of their education.
- Parents are keen to liaise with the school and believe that their children are safe and happy.

Information about this inspection

- Inspectors observed 20 lessons, eight of which were joint observations with members of the senior leadership team. In addition, the inspection team made six shorter visits to lessons to focus on specific aspects.
- Inspectors listened to pupils read and attended assemblies.
- Meetings were held with a group of pupils, the headteacher, the deputy headteacher, subject leaders, the Chair of the Governing Body and a representative from the local authority.
- Inspectors took account of the 29 responses to Ofsted’s Parent View online questionnaire and 96 comments from parent surveys carried out by the school. Members of the inspection team also spoke to parents as they brought their children to school.
- The inspection team observed the school’s work and looked at a number of documents, including school improvement plans, data on pupils’ current progress, pupils’ written work, the governing body minutes and records relating to behaviour, attendance and safeguarding.

Inspection team

Janev Mehmet, Lead inspector

Additional Inspector

David Wolfson

Additional Inspector

Angela Podmore

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families, is high. There are currently no pupils from service families in the school.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is lower than the national average, as is the proportion supported at school action plus or with a statement of special educational needs.
- Most pupils are from minority ethnic backgrounds and the majority of them speak English as an additional language.
- The school is a Church of England voluntary controlled school in the Chelmsford Diocese.
- The school provides breakfast and after-school clubs for its pupils.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is good and better in order to raise levels of achievement for all groups of pupils, especially in mathematics and reading, by ensuring that:
 - pupils receive more challenging work in lessons to enable them to more rapidly improve their reading skills
 - teachers' marking includes clear feedback on how well they are doing and how to improve
 - teachers deploy their teaching assistants more effectively so that all pupils can benefit from their support and expertise in the classroom
 - teachers deal effectively with any poor behaviour so learning is not interrupted.
- Improve the quality of leadership and management by ensuring that:
 - their understanding and use of data ensure that every pupil has the opportunity to excel in reading, writing and mathematics
 - all leaders use the outcomes from checks on teaching and learning more effectively to improve the quality of teaching so pupils have good or better learning opportunities that sustain good behaviour in lessons
 - governors improve the allocation of pupil premium funding to ensure eligible pupils make better progress.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because progress levels for reading are below national expectations. Pupils enjoy reading although they are not always able to explain confidently what they are reading about.
- In Key Stage 1 pupils are working at standards that are in line with national expectations in reading, writing and mathematics.
- By the end of Key Stage 2 pupils attain standards in reading, writing and mathematics that are in line with the national average.
- By the end of Year 6 pupils eligible for the pupil premium funding attain standards in English and mathematics that are in line with their peers nationally. However, in the school there are variations between eligible pupils and their peers and the gaps in attainment are not closing fast enough.
- The most able pupils attain average standards. They make better progress in writing compared to their peers, but achieve less strongly in reading and mathematics.
- Pupils who speak English as an additional language, disabled pupils and those who have special educational needs do not make good enough progress overall because sometimes specialist teachers and their assistants do not provide appropriate activities which meet their individual needs.
- Children join the school with skills and knowledge that are below the levels expected for their age. By the end of the Early Years Foundation Stage, they have made good progress and their attainment is in line with the expected level for their age by the time they enter Year 1.
- Children in the Early Years Foundation Stage learn to recognise their letters and sounds because teachers encourage the use of play and singing to develop and practise speaking. The teaching of language, literacy and communication skills ensures that children are making good progress from their starting points. Consequently, the phonics (the sounds that letters make) screening check at the end of Year 1 shows that pupils' reading skills are in line with the national average.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because pupils are not always given sufficiently challenging or suitable activities in lessons. Consequently, pupils do not learn consistently well and develop their skills rapidly enough.
- The teaching of mathematics and reading does not enable the most-able pupils to achieve their full potential.
- Pupils do not consistently receive good feedback in teachers' marking about how well they are doing, and what they need to do to improve further.
- Teachers do not always make effective use of teaching assistants and, as a result, neither the most-able nor the least-able pupils can reach their full potential. Support for the less-able pupils does not always meet their needs.
- Displays around the school demonstrate the wide range of work pupils have undertaken, particularly in learning about different communities.
- In lessons where learning is good, pupils are enthusiastic about the tasks they are given. For example, in a Year 2 English lesson, pupils worked collaboratively and with interest in finding and talking about information on buildings.
- In the Early Years Foundation Stage children develop their speaking skills rapidly because teachers sing, play and talk with them often. For example, in one class children practised singing about animals and developed their gross motor skills as they coordinated movements while describing the way the animals moved.

The behaviour and safety of pupils require improvement

- The behaviour of pupils requires improvement.
- In some lessons, and around the school, a few pupils do not always behave well. Teachers do not always respond to these situations well enough, and as a result, a few pupils disrupt the learning of their classmates.
- The school's work to keep pupils safe and secure is good.
- Pupils are aware of different types of bullying and how to keep safe, for example, in relation to cyber bullying. They say they feel happy to come to school and feel safe. Parents have positive views of the school and believe their children are safe and happy. They regularly attend coffee mornings, which provide them with knowledge of how they can contribute to their children's learning.
- Some pupils are polite and helpful. Where learning is well organised pupils are conscientious and want to do well. They take part enthusiastically in the breakfast club provided by the school, and in after-school activities such as art, drama and languages. Pupils also take turns in leading assemblies for the rest of the school.
- The school provides opportunities for pupils to take on responsibilities through the 'West Ham Helpers', by encouraging them to apply for jobs such as audio-visual technicians, personal assistants, and classroom or playground helpers. Pupils attend interviews and induction programmes that prepare them for taking on their responsibilities.
- Attendance is above average as a result of the school's diligent work to promote punctuality and regular attendance.

The leadership and management require improvement

- Leadership and management require improvement because standards in reading, writing and mathematics are variable across the school and levels of achievement are not high enough. The outcomes from checks on teaching and learning are not used well enough to ensure rapid and good progress across the school.
- Middle leaders are not yet rigorous enough in their checks on teaching and learning and in ensuring that teaching is of high quality. The outcomes of the tracking of pupils' learning is not always used effectively enough to develop next steps in ensuring that all pupils achieve their full potential.
- Although leaders have addressed areas highlighted in the last inspection and are determined to eliminate variations in pupils' progress, not all pupils are currently having an equal opportunity to succeed and reach their full potential.
- The curriculum provides varied experiences; for example, with excursions to places of interest such as the seaside, and the local Discovery Centre as well as the Olympic stadium. Pupils are proud that they were the first to run on the Olympic track.
- The school makes use of the additional sports funding by further promoting physical education and pupils' health and well-being through a close link with a secondary school which provides a selection of afterschool clubs such as football and basketball.
- The school ensures that spiritual, moral, social and cultural learning is embedded across the curriculum. Pupils learn about different cultures and support a young girl in South America. They appreciate how lucky they are and value being able to go to school.
- Safeguarding practices meet the statutory requirements.
- The local authority provides light-touch support for the school and meets the headteacher on a termly basis to talk about areas where support may be needed. There are plans for reviews of teaching and learning to take place in order to further support school leaders.
- **The governance of the school:**
 - The governing body works closely with the headteacher and the deputy headteacher, and provides challenge through questioning during their meetings. Governors are linked to particular areas of the school and visit regularly to ensure they are up to date with

developments. They attend training and are improving their understanding of how to interpret and analyse school performance data. The Chair of the Governing Body understands the process of rewarding teachers' good performance that is related to the quality of their teaching and pupils' achievement. However, governors have not been able to secure clear improvements in teaching and achievement. Pupil premium funding has not been allocated effectively enough. Consequently, those eligible for the pupil premium do not always make the expected progress in developing their reading, writing and mathematics skills compared to their peers.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102765
Local authority	Newham
Inspection number	440968

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	358
Appropriate authority	The governing body
Chair	Robert Henney
Headteacher	Paulette Bailey
Date of previous school inspection	10–11 November 2010
Telephone number	020 85343904
Fax number	020 85199179
Email address	info@westham.newham.sch.uk

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