

# West Ham Church Primary School

## Inspection report

---

<b>Unique Reference Number</b>	102765
<b>Local Authority</b>	Newham
<b>Inspection number</b>	308113
<b>Inspection dates</b>	26–27 March 2008
<b>Reporting inspector</b>	John Earish

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	351
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs S Williams
<b>Headteacher</b>	Mrs P Bailey
<b>Date of previous school inspection</b>	23 June 2003
<b>School address</b>	Portway Stratford London E15 3QG
<b>Telephone number</b>	020 8534 3904
<b>Fax number</b>	020 8519 9179

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	26–27 March 2008
<b>Inspection number</b>	308113

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This larger than average primary school serves a culturally diverse area of Newham. Well over two thirds of the pupils are from minority ethnic groups and a number are at the very earliest stages of learning English. The proportion of pupils with learning difficulties and disabilities is similar to that found nationally. The proportion of pupils eligible for free school meals is well above average. The school is lead by a new headteacher.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

West Ham is a rapidly improving school whose overall effectiveness is currently satisfactory. The new headteacher, in partnership with senior leaders, is addressing a legacy of underachievement robustly. Almost all of the pupils are now making the progress expected of them, so that achievement is satisfactory overall. Current standards are just below average.

A key factor to this success is the impact of the strong and effective leadership of the new headteacher. Senior managers agree that, 'We now know what to do and where we are going...and we are accountable for the pupils' progress'. However, leadership and management are satisfactory overall because the educational direction, whilst improving the quality of learning, has not yet ensured it is consistently good in all classes. Subject leaders are sharpening the use of assessment information so they can measure more effectively the impact of their work on raising standards. However, they are not yet sufficiently influential at ensuring greater consistency in the quality teaching and learning across the school.

The parents are overwhelmingly supportive of these improvements. For example, one parent wrote, 'It seems (that) since the new headteacher arrived staff have a clear understanding of how the school is run and how and what the children should be taught...I am well informed of all changes and policies that affected the school and my daughter is now happy to learn.'

The amount of good or better teaching is increasing but it is still not enough. Learning is most effective when pupils have opportunities to learn independently or in small groups and use their initiative. However, this practice is not consistent across the school. There are still occasions when introductory sessions are too long, and do not sufficiently motivate pupil's interest or their thirst for knowledge.

This is a school in which each child matters and is equally valued. The quality of care, guidance and support is satisfactory overall, with pastoral care being of very good quality. However, the systems for setting targets for pupils to achieve, linked with regular opportunities for them to assess for themselves or with partners how much progress they are making, are still at an early stage of development and are not yet consistent across all classes.

The curriculum is satisfactory and enriched through a wide range of out of class activities. It provides well for pupils' personal, social and health education and makes a positive contribution to pupils' good personal development. The school is developing a more flexible approach to planning so that pupils can see how the different aspects of their learning, in subjects such as literacy and numeracy, fit together. However, there are still inconsistencies in the quality of planning.

Given the very good leadership of the new headteacher and its impact on raising achievement and teaching quality, and the commitment of staff to strive for excellence in everything they do, there is a good capacity to improve further.

## Effectiveness of the Foundation Stage

### Grade: 3

Provision for children in the Foundation Stage is satisfactory. Children make the best progress in the Nursery where teaching is good. Most children start the Nursery with skills that are much lower than expected. They settle well into the daily routines, cooperate and develop good attitudes to learning. Children in the Reception build steadily on this good start and make

satisfactory progress. Activities are purposeful, well planned and focused. However, adults are not sufficiently involved when the children choose the activities. They do not always capitalise on these choices to take the learning to a higher level and accelerate the children's progress. Parents appreciate the good level of support and care the children receive. Children make satisfactory progress overall but most are still below the levels expected for their age by the start of Year 1.

### **What the school should do to improve further**

- Ensure that subject leaders monitor teaching and learning robustly in order to increase the proportion of good teaching and enable pupils to achieve as well as possible.
- Provide more opportunities for pupils, especially the higher attainers, to learn independently or in small groups and use their initiative.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards by the end of Year 6 are just below average and achievement, although improving, is satisfactory. The vast majority of pupils are now making the expected progress and meeting their targets. Standards attained by the younger children are also improving, but are below average overall. Those pupils speaking English as an additional language make satisfactory progress as do those who have difficulty with reading and writing. Standards and achievement are rising because of the impact of the new procedures, especially the use of assessment information, to address underachievement, and the increasing number of good or better lessons. The school recognizes that it needs to continue working hard to raise standards further and to ensure that planning, especially for the higher attaining pupils, is of consistent quality across all classes.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Their positive attitudes and good levels of enjoyment have a significant impact on the improving rates of progress and are reflected in above average attendance figures. Very good arrangements for their pastoral care ensure that all pupils feel safe at all times and are learning to take responsibility for their personal safety. Pupils are well aware of the importance of healthy eating and staying fit. They are proud of their school and make a good contribution to its smooth running by taking on wide-ranging extra responsibilities. They enjoy participating in the school council and are particularly pleased with their involvement in a range of community activities, including raising money for charities and recycling initiatives as an ECO school. Pupils have to apply for jobs around school, hold their own interviews and write letters of resignation when necessary. These experiences of the 'real world' and their improving skills in English, mathematics and science prepare them appropriately for the next stage in their education.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching is improving rapidly and is resulting in an upturn in achievement. Teachers are now much better at pitching the work at the right level for all pupils, including those in the mixed-age classes. This occurs because teachers are making better use of the new systems to track individual pupil's progress and matching work to their individual needs. The pupils usually respond confidently, eagerly ask questions and use their initiative. Despite this improving picture however, there are inconsistencies. For example, there are still lessons where introductions are too long, lack rigour, and there is not enough time for pupils to complete their tasks. This results in missed opportunities for pupils to explore their own ideas further and to extend their thinking.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory and enriched with a good range of additional activities, which pupils enjoy. This promotes pupils' all-round development and their enjoyment of school. A particular strength is the provision for music and sport, including choral singing of excellent quality. Throughout the school, there is a strong focus on the development of pupils' skills in literacy, numeracy and information and communication technology, within a thematic approach to planning. This enables pupils to have more opportunities to use their literacy and numeracy skills creatively across all subjects. However, these improvements are more established in some classes than others and results in some uneven progress, particularly for the higher attaining pupils.

### Care, guidance and support

#### Grade: 3

The quality of the school's day-to-day pastoral care is very good. Child protection procedures are thorough and risk assessments are of a good quality. Support for pupils' welfare is strong and the guidance they are given contributes to their good personal development. However, the school recognises that more work needs to be done to ensure a greater consistency in the quality of academic guidance. Procedures for monitoring academic progress, although relatively new, are already enabling staff to identify quickly those who are underachieving and to take action to deal with it. Target setting is helping older pupils understand what they need to do to improve their work in English and mathematics. Pupils say they find this useful as it helps to guide their academic development. However, there is still scope to improve this support, so that pupils of all ages clearly understand what they must do to improve their work.

## Leadership and management

#### Grade: 3

The very good leadership of the new headteacher has built positive relationships with parents and teachers. Key priorities for improvement have been correctly identified and are being tackled through a carefully devised school improvement plan. These are manageable and well directed where they are needed most. The school agrees that subject leaders need to be more

rigorous and have a greater influence on the quality of teaching and learning across the school, to ensure greater consistency in pupils' progress. Governance is satisfactory. The recent work of the governors shows they are now much more involved in the strategic management of the school. The school leaders and governors are pursuing with determination plans to improve the site by replacing a preponderance of temporary classrooms.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

21 April 2008

Dear Pupils

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

Following our visit to your school, we would like to tell you what we think about how well you are getting on and how well your school is helping you to learn. We like many things about it. Here are some of them.

- Your school is friendly and welcoming. You behave well, get on well with each other and attend very regularly.
- You listen carefully to what your teachers have to say and learn a lot in lessons.
- The school council represents your views well and you all help the school to run smoothly. We were particularly interested to see the advertisements for school jobs and that you have to apply for them. Has anyone had to write a letter of resignation yet?
- The school is good at organising many extra things for you to do. We were very impressed with the choral singing in four-part harmony. Well done...or as one of you said 'Its cool'.
- Your new headteacher is doing a very good job.

Your school is giving you a satisfactory education, but we could see that it is getting better all the time. Your teachers often check on how well you are learning in all your classes and give you special help if they find you are falling behind. This has helped to make sure that everyone is as successful as possible. We have asked your teachers to go on doing this so that more of you can make even better progress. We have also asked them to give you more opportunities to learn independently and explore your own ideas in lessons. You told us that you enjoy working in this way and that it really helps you to improve your work.

You can all help by continuing to work hard and to meet the targets set for you. I am sure that you are ready for this challenge and will help your teachers to make your school even better.

I hope that you have great success in the future.

Yours sincerely,

John Earish

Lead Inspector