

West Ham Church Primary School

Portway, Stratford, London E15 3QG

Inspection dates	6–7 July 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher, leadership team, staff and governors have worked hard to improve the school.
- Pupils achieve well and make good progress. Teachers make lessons interesting, which motivates pupils to want to do well.
- The Nursery and Reception classes give children a good start to their education. They settle quickly and learn to work and play together well.
- Disadvantaged pupils, pupils who have special educational needs and/or disabilities and pupils who speak English as an additional language make good progress because they are given the right support.
- Teaching is good because teachers are given good training and support to help them to improve their skills.
- Pupils feel safe and behave well, because they know what is expected of them. They are well cared for.
- Pupils learn to take responsibility for their own actions and to respect each other. The school's ethos and values reflect British values.
- The school strongly promotes pupils' spiritual, moral, social and cultural development.
- Surveys of parents' opinions show that they think that the school gives their children a good education.
- The governors provide a good balance of challenge and support. They know the school well and know what it needs to do to continue to improve.

It is not yet an outstanding school because

- Progress in mathematics is not as good as progress in reading and writing, particularly in key stage 2.
- Teachers' expectations for the presentation of work and pupils' response to marking are not always consistently in line with school policy.
- Work in subjects such as history and geography does not give pupils opportunities to practise their literacy and numeracy skills.

Full report

What does the school need to do to improve further?

- Building on expertise within the school, from the local authority and the partner schools, raise the overall quality of teaching from good to outstanding by:
 - raising teachers' expectations for progress in mathematics, particularly in key stage 2
 - ensuring that teachers consistently encourage all pupils to respond to marking to help them make good progress
 - raising teachers' and pupils' expectations for the quality of the presentation of their work.
- Give pupils more opportunities in subjects such as history and geography to practise and improve their literacy and numeracy skills.

Inspection judgements

Effectiveness of leadership and management is good

- The leadership team and governors know where the school is doing well and where improvement is needed. They have suitable plans in place. Their vision for the school is shared with, and supported by, other staff and governors.
- Key stage leaders meet regularly with teaching and support staff to plan work. Their work is particularly important in checking the progress of pupils, and making sure that planning and teaching are modified as necessary and that the pupils receive the correct support.
- Regular and effective checks on teaching and learning across the school are helping to improve the quality of teaching and the outcomes for pupils.
- Teachers know that they will be helped to improve their skills through well-targeted professional development. They know that they are accountable for pupils' progress and that their targets will be linked to expectations for pupils' progress as well as to their own individual needs.
- Leaders have identified mathematics as a key area for improvement, because pupils do not make quite as much progress in mathematics as they do in reading and writing. Leaders are focusing support and training on mathematics, which is leading to better progress and higher standards for pupils.
- The school is genuinely inclusive in its approach with a strong commitment to equal opportunities. Pupil premium funding is used well to provide disadvantaged pupils with the extra support that they need. The gaps between their achievement and that of other pupils have closed in the early years and key stage 1, and in key stage 2 the gaps are closing.
- The provision for pupils who have special educational needs and/or disabilities is well managed. Teaching assistants are effectively deployed to support the pupils with the most complex needs. Short-term interventions to help other pupils are monitored carefully and adjusted to make sure that they are working.
- The curriculum is reviewed regularly to ensure that it continues to meet pupils' needs. The strong focus on literacy and numeracy is reflected in better progress. Pupils are encouraged to aim high and the most able pupils have opportunities to take part in projects with universities which are designed to raise their aspirations.
- In addition to English and mathematics, pupils study a good range of topics in subjects such as science, history and geography. They find these interesting, but they do not have many opportunities to practise their writing and mathematical skills in these other subjects.
- Promoting pupils' spiritual, moral, social and cultural development has a high priority. Pupils have opportunities in music, sport, drama and the arts, and they learn about different cultures and faiths. The links with the local church are strong. A range of visitors and visits, including residential visits, extend pupils' experience of the world beyond school and the local community.
- The additional sports funding is used very effectively to increase the range of activities available, encourage pupils to take part in games and sport, and improve teachers' skills in teaching physical education. Pupils' enthusiasm for sport was seen in their enjoyment of a karate lesson and a range of other sporting activities.
- The school's positive ethos and the culture of mutual respect are important in developing pupils' understanding of British values of tolerance, democracy and the rule of law. This is extended by opportunities to elect a school council and take real responsibility, for example as playground buddies and 'West Ham helpers'.
- Relationships with parents are good. The online survey 'Parent View' and school's own surveys are positive, overall. Most parents feel that their children are happy at school, that they are safe and are able to make good progress.
- The school has benefited from good support from the local authority and is starting to benefit from working with partner schools.
- **The governance of the school**
 - The review of governance undertaken after the last inspection has improved the work of the governing body. Led by an experienced chair, the governors now have a much stronger focus on monitoring and holding the leaders to account, while still being supportive. They have a better grasp of data, but know that they need to continue to improve their ability to interpret and evaluate it. They understand how decisions about pay progression and promotion are closely linked to successful performance and have been prepared to take difficult decisions. They have also ensured that the pupil premium and sports funding are being used to good effect.

- The arrangements for safeguarding are effective. Clear systems are in place, and staff and governors receive regular training. The school website provides good information for parents.

Quality of teaching, learning and assessment is good

- Teaching has improved since the previous inspection and is now good. Lessons are well managed and, from an early stage, routines are very well established. This means that lesson time is used productively.
- Teachers have raised their expectations for what pupils can achieve, and the work in books and in lessons shows that most pupils make good progress, particularly in the early years and key stage 1.
- From the Nursery onwards, teachers know their pupils well and know what they should be achieving at different stages. They explain work carefully so that pupils understand what they should be doing and what they are expected to achieve.
- Teachers plan interesting activities, for example using the 'Whatever next' story in the early years and the persuasive writing activity in Year 6. These encourage pupils to work hard and achieve well. Work is usually well matched to different needs.
- Teachers check pupils' progress throughout lessons and make timely whole-class teaching points which help pupils to deepen their knowledge and understanding. For example, in key stage 1 the modelling of sentences using adjectives with the whole class helped pupils to improve their stories.
- The systematic teaching of phonics (the links between letters and sounds) in Reception, Year 1 and Year 2 gives pupils a good foundation for both reading and writing.
- Pupils are given good opportunities to improve their writing skills in English lessons, but they are not always given enough opportunities to write at length in other subjects.
- The school is focusing on improving mathematics teaching. The work is closely matched to pupils' needs. Teachers are encouraging pupils to explain their reasoning and are picking up on misconceptions to help pupils gain confidence and make better progress.
- Teaching assistants work well to support learning. They know what they are expected to do in class and when working with individuals or small groups. Their work enables some pupils with complex special educational needs and/or disabilities to participate in lessons.
- Assessment and marking have improved since the last inspection. Teachers use the school's marking policy to check on progress and help pupils know what the next steps are. Most pupils respond well to the feedback and use the guidance to improve their work, but some do not, which means that their progress is not always as good as it could be.
- Occasionally, teachers' comments are not always clear enough to ensure that pupils know exactly what to do. Most teachers have high expectations for the presentation of work and accuracy of basic spelling, grammar and punctuation, but this is not wholly consistent and this limits some pupils' achievement.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good
- Pupils are happy, enjoy school and would recommend it to others.
- From the Nursery onwards, pupils show good attitudes to learning. They concentrate well in lessons and learn to work successfully in teams and small groups, as well as independently.
- Pupils from very different backgrounds get on well with each other and learn to respect each other's culture and beliefs. The school is a pleasant place to work for staff and pupils alike.
- Pupils feel safe in school and learn how to stay safe. They were clear about different types of bullying, and were particularly well informed about how to stay safe online and how serious cyber-bullying could be. Pupils said that bullying does not happen but that, if it did, it would be dealt with quickly.
- Pupils enjoy taking responsibility and have many opportunities to do so. For example, 'West Ham Helpers' have to apply for their positions and have a range of real responsibilities, such as on the 'Eco Team'.
- Pupils elect school councillors and say that their views are treated with respect. The school council is consulted regularly and has had an input into the design of the new building.
- Parents are positive about provision for pupils' personal development and welfare.

Behaviour

- The behaviour of pupils is good.
- Pupils are friendly and polite to each other and to visitors. They behave well in lessons and around school, and there are few incidents of poor behaviour.
- Behaviour is well managed. Adults' expectations are consistent and pupils respond well because they know what these expectations are. They know how the system of rewards and sanctions works.
- Surveys show that parents have no significant concerns about behaviour.
- A more rigorous approach to monitoring attendance and effective work with parents and children has resulted in much better attendance and much less persistent absence. A few parents still take their children out of school for extended visits, but the school is working hard to discourage this.

Outcomes for pupils

are good

- The school has systematically tackled underachievement and pupils are now making better progress and achieving results which are more in line with national expectations.
- In the early years, the proportion of children achieving a good level of development across the different areas of learning is now above the national figures.
- In the early years and in key stage 1 the school has closed the gap between different groups. Boys are now achieving as well as girls and disadvantaged pupils achieve at least as well as others. The gap is starting to close in key stage 2.
- Pupils' knowledge of letters and sounds is good and a higher proportion of pupils than nationally achieve the expected standard at the end of Year 1. Where pupils do not achieve this standard, it is usually because they have particular and complex special educational needs and/or disabilities.
- In key stage 2, outcomes are broadly in line with the national picture. This means that pupils have made good progress from the relatively low baseline in the early years. They are well prepared for the next stage of their education.
- Evidence from lessons and books, as well as the school records, show that almost all current pupils have made at least expected progress. Many have made better than expected progress, particularly in key stage 1.
- Progress in mathematics, though good overall, is not as good in key stage 2 as in key stage 1. Pupils are not always confident in using their knowledge and skills when solving problems.
- Good teaching and many opportunities to read help pupils to become competent and confident readers. They say that they enjoy reading for pleasure as well as for information.
- By the end of key stage 2, pupils demonstrate good writing skills. For example, Year 6 pupils used their drafting skills and responded well to marking and feedback. They had written interesting letters, stories and diaries.
- The most-able pupils wrote well-researched, persuasive letters to the chief executives of supermarkets asking them to stock more Fair Trade products. Their work showed real maturity and the ability to handle complex ideas successfully.
- Pupils have relatively few opportunities to use and practise their writing or mathematical skills in other subjects.
- Pupils who have special educational needs and/or disabilities and those at an early stage of learning English make good progress relative to their starting points. The support that they receive is carefully tailored to meet individual needs and is adjusted as necessary to take account of their progress.

Early years provision

is good

- Children start in the Nursery or Reception classes with knowledge and skills that are generally below, and sometimes well below, those typical for their age, particularly in reading and writing.
- Children make good progress from their starting points in both the Nursery and Reception classes, and are prepared well for Year 1. The proportion of children reaching a good level of development is rising, and the gap between disadvantaged children and others has closed.
- Teachers observe what children can do and plan accordingly. They give them many good opportunities to write for a purpose by linking the activities to other topics. For example, in Reception, children were enjoying writing cards for their friends who were celebrating the festival of Eid.
- Staff use questioning skilfully to reinforce and develop children's learning. For example, when discussing how to build a rocket for 'baby bear' as part of their 'Whatever next' topic, children were explaining their reasons for their choices. Another adult was discussing making cakes with children and encouraging them

to think about what needed to be done next.

- Effective teaching of phonics is helping children to acquire good reading skills. They use their knowledge of phonics well when they meet unfamiliar words. Good support helps children who are finding learning to read more difficult.
- Children who have special educational needs and/or disabilities and those at an early stage of learning English make good progress, because staff plan activities which meet their individual needs.
- Each classroom is well resourced for creative play and is a stimulating place which supports children's learning well. The outdoor areas are well organised and support all aspects of learning.
- Children's personal and social development is supported well, and staff work hard to see that children are kept safe. Children quickly pick up the routines and become independent, learning to take turns, share and play together happily.
- Relationships with parents are good and a group of Nursery parents were positively glowing in their praise for the school. They felt that their children were safe, happy and being well prepared for the next stage of their education.
- The early years leader is relatively new in the school, but she has gained a clear understanding of the strengths and areas for development. The plans for improvement are linked to sensible priorities and are regularly checked.

School details

Unique reference number	102765
Local authority	Newham
Inspection number	10011937

This inspection 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	334
Appropriate authority	The governing body
Chair	Robert Henney
Headteacher	Paulette Bailey
Telephone number	020 8534 3904
Website	www.westham.newham.sch.uk
Email address	info@westham.newham.sch.uk
Date of previous inspection	13–14 February 2014

Information about this school

- The school is slightly larger than average-sized primary school.
- It is a voluntary controlled Church of England school in the Diocese of Chelmsford.
- Children attend the Nursery part time for either a morning or afternoon session. From the Reception class onwards, they attend full time.
- The proportion of pupils entitled to additional support through the pupil premium is high. This is additional funding for children looked after, those eligible for free school meals and the children of service families.
- Most pupils are from a wide range of minority ethnic backgrounds. The largest single groups are from Black African backgrounds. Most pupils speak English as an additional language.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school website meets statutory requirements.
- Since the previous inspection, a middle leadership team of phase and subject leaders has been created.

Information about this inspection

- At the time of the inspection, Year 6 pupils were on a residential visit. The inspection team had access to their written work in English, mathematics, science and a variety of topics, as well as teachers' planning and records of pupils' progress and achievement.
- The inspectors visited all classes in school during the inspection at least once, and many of them twice. The lead inspector did a learning walk with the headteacher, visiting a range of classes.
- Inspectors observed the breakfast club, morning break and lunchtime.
- A meeting was held with members of the school council and with groups of pupils from each year. Many other pupils were spoken to during lessons and break times.
- The inspection team met governors and a representative of the local authority.
- Inspectors held meetings with school staff, including senior and middle leaders.
- The inspectors also took account of a small number of responses to the online questionnaire (Parent View) and the school's own surveys of parents. Inspectors also spoke informally with a number of parents.
- The inspectors looked at a number of documents, including the school's own data on pupil progress; school improvement planning; leaders' checks on the quality of teaching; local authority checks on the quality of education; records relating to behaviour and attendance; and documents relating to safeguarding.

Inspection team

Grace Marriott, lead inspector	Ofsted Inspector
Joy Barter	Ofsted Inspector
Christopher Birtles	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

