



St Winefride's RC Primary School

Inspection Report

Unique Reference Number 102774
LEA Newham LEA
Inspection number 285340
Inspection dates 9 June 2006 to 9 June 2006
Reporting inspector David Marshall AI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

Type of school	Primary	School address	Church Road
School category	Voluntary aided		Manor Park
Age range of pupils	3 to 11		London E12 6HB
Gender of pupils	Mixed	Telephone number	02084780510
Number on roll	335	Fax number	02085146612
Appropriate authority	The governing body	Chair of governors	Mr Tony Fernandes
Date of previous inspection	8 May 2001	Headteacher	(Acting) Paul Underwood

Age group	Inspection dates	Inspection number
3 to 11	9 June 2006 - 9 June 2006	285340

© Crown copyright 2006

Website: 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 an Additional Inspector. Evidence was gathered from discussions with the acting headteacher and key staff. The information put forward by the school to support its evaluations of the school was tested through lesson observations, analysis of the pupils' work and meetings with the governors, parents and pupils. Over 100 parents responded to the questionnaire seeking their views of the school.

Description of the school

St Winefride's Catholic Primary School is a one and a half form entry primary school with a nursery and provides for pupils aged from 3 to 11 years. The children are divided into 11 classes. Three of these classes have mixed year groups. It is in the Brentwood Diocese and takes 90% of its children from the local parish of St Stephen's and St Nicholas. The school serves one of the most deprived local authorities in England and has an intake from the poorest wards in the borough. Almost all children on roll are from ethnic backgrounds, with low levels of high social class households and small numbers of adults with higher education. Free school meals uptake of 30% is above the national average.

Children's attainment on entry to the Foundation Stage is generally below expected levels, with few children having experienced consistent pre-school education.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

St Winefride's Primary is an outstanding school and provides excellent value for money. It is hard not to agree unreservedly with one pupil on the school council who, when asked if he would like to change anything about the school, said 'I wouldn't change anything - it is just right as it is.'

The current exceptional leadership given by the acting headteacher and senior leadership team is ensuring that the well established high academic standards and high quality education for its pupils are secure. Their encyclopaedic knowledge of the school and the area is reflected in their understanding of its strengths and areas for development.

Children make outstanding progress in the Foundation Stage and are well placed to continue to do so in Year 1. Their language, personal, social and emotional skills improve rapidly because work is fun and everyday brings a new challenge. It is, for example, rare to find five-year-olds who can explain Fauvism through their own paintings.

The quality of teaching is outstanding. Pupils' learning and development of new skills and understanding is paramount in all the staff do. Their clear vision, along with the stimulating learning environment, ensures that all pupils make rapid progress and achieve really well. Assessment is used very effectively, and this has led, over the past five years, to high achievement and significantly above average standards by the end of the Year 6. The vast majority of parents value the school's work highly. One summed up all their feelings by simply saying, 'I am glad my child attends St Winefride's.'

The care, welfare and the personal development of pupils are central to how the school is led and managed. The school's Catholic heritage underpins the pupils' excellent spiritual, moral, social and cultural development. All pupils are considered special; their gifts and talents are nurtured and celebrated. As a result a particular strength of St Winefride's is the children's independent learning. The school has made outstanding progress since the last inspection and has an excellent capacity to continue to improve.

Achievement and standards

Grade: 1

Both boys and girls attain impressive results in English, mathematics and science in the national tests at the end of Year 6, and standards are consistently well above average. All indicators point to a continuing trend in improvement. Pupils' achievement is outstanding and they rise to the ambitious challenges set for them.

Children make an excellent start to their education in the Foundation Stage, and by the end of their reception year, many exceed the nationally expected levels. Standards at the end of Year 2 are significantly above average overall, and the proportion of pupils achieving higher levels is much higher than is usually found.

Staff strive hard at all times to enable the pupils' success. Progress is never less than good and is often outstanding. The more able achieve especially well. Those with learning difficulties and disabilities receive much high quality focused help, enabling them to make significant strides in meeting their targets. Those from minority ethnic backgrounds and at early stage of learning English thrive and achieve very well.

Personal development and well-being

Grade: 1

One boy summed up his feelings about the school by saying - 'The children are the best thing in the school - we all have lots of friends.' The pride and joy demonstrated by pupils for their classmates' achievements in an assembly was inspiring. It was also a good indication that pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. Pupils are polite, articulate and have very positive attitudes to learning. Their excellent behaviour and high attendance rate reflect their enjoyment of learning, as does their willingness to contribute to all areas of school life. By Year 6, pupils are mature, thoughtful, confident and motivated as a result of the school's very effective nurturing of their social and personal skills.

Pupils are proud that their school is a healthy place to be. They adopt healthy lifestyles and are supported in this by the changes made at lunchtime and the very wide range of sports and physical activities. Pupils develop very high levels of basic skills by the end of Year 6. With their outstanding personal development, this contributes very effectively to their economic well-being and prepares them very well for later life. Pupils are also very well prepared for secondary education through the creative and innovative activities provided through the close links with the local secondary school.

Quality of provision

Teaching and learning

Grade: 1

Teaching is outstanding. All staff are very effective because they have high expectations of what pupils can achieve and have a very good knowledge of the primary curriculum. They are clear about what they want children to learn and how to help them achieve to the best of their ability. Careful observations of what individual pupils' interests are, and how well they are doing, informs the excellent planning. This means that sessions fully include every pupil. Lessons are enjoyable and fun - as when Year 5/6 pupils interviewed their classmates in role as characters from Ancient Greece. The questions they asked enabled them to understand the abstract ideas of democracy, tyranny and monarchy very well. The outstanding Year 5 lesson on tenses was a real challenge for all pupils. The resulting discussions were at a very high level and thoroughly absorbed them all.

Because of consistently outstanding teaching, pupils make excellent progress over time. This is reflected in pupils' enjoyment and determination to achieve as well as

they can. They appreciate their teachers' work; one pupil observed: 'Teachers are really kind and helpful. They don't give you the answers, but really help you to get better.'

Although marking is used well and generally gives pupils clear pointers about what they need to improve, it is different from class to class and could cause some confusion. Very effective systems are in place to track pupils' progress. Teachers use assessment information very well to match work to pupils' abilities, providing excellent support for those with learning difficulties. More able children are equally well challenged. As a result all pupils learn well and this contributes to the overall excellent progress.

Curriculum and other activities

Grade: 1

Inspection evidence agrees with the school self evaluation that curriculum provision is outstanding. The range and quality of additional activities are exceptional. Teachers link different subject areas together very well in their lessons, and staff plan exciting activities which are well matched to pupils' needs. They promote all learning very effectively, using a good range of resources. Cross-curricular links for literacy, numeracy and information and communication technology (ICT) enhance pupils' learning and extend their skills very well. The use of French, and even Latin for gifted and talented pupils, further enriches pupils' experience of language and prepares them for secondary school exceptionally well. There is excellent provision for pupils with special educational needs and for those with English as an additional language.

Learning is enhanced by visitors and visits that are well chosen. Across the school there are amazing opportunities for after-school clubs to enrich pupils' experiences. As the table-tennis coach observed, 'I like coming here because the children appreciate what I am offering and always try their very best.'

Care, guidance and support

Grade: 1

Pupils receive outstanding support and guidance throughout the school. Staff are highly committed to pupils' well being and safety. They do much to raise pupils' self esteem and help them become more effective learners. Pupils know that they are cared for. All requirements for child protection are met. Procedures are known and understood by all staff.

Pupils' academic and personal development are both rigorously monitored so that pupils' needs are effectively met. Their progress is very carefully tracked to check that their academic targets are being achieved. The school works well with outside agencies to ensure that pupils with specific learning and personal difficulties receive the best support. The exceptionally well planned curriculum for personal, social and health education promotes pupils' personal development well and develops their understanding of health and safety issues.

Leadership and management

Grade: 1

Teamwork is of the highest quality and everyone plays a valuable part in moving the school forward. The acting head teacher's leadership is outstanding. The acting deputy head and, relatively new senior leadership team provide first-rate support, which is the main reason for the exceptional teamwork. All staff follow their exemplary lead and relate effectively with all pupils, parents and the local community. All staff pay tribute to the way the acting head and deputy have taken over this term and have continued to move the school forward rapidly.

There is a clear understanding of strengths of the school and areas that need further development. The school's self evaluation is very effective. The School Improvement Plan provides clear guidance on relevant issues for raising standards. This takes into consideration support and initiatives from all sources.

Governors are involved in this process and they bring a wide range of skills to bear as they challenge decisions and request explanations where this is judged to be necessary. Their aim to improve their own visits by giving them a greater focus is indicative of the care they are taking over their role. The opinions of parents and pupils are always valued and frequently acted upon. As one parent wrote, 'Many thanks to the headteacher and teachers who don't look on academic work alone but also on our problems; they deserve a distinction.'

Management at all levels is outstanding with very effective systems in place to monitor pupils' progress and the quality of teaching and learning. Within the school there is a high commitment to include all pupils in all activities. The school is very well placed to build on its successes and has an excellent capacity to improve.

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.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

I came to your school recently to see how you were getting on. You made me very welcome and I enjoyed meeting you. Thank you and well done!

Although I was only with you for a day, it was long enough for me to realise that St Winefride's is an outstanding school. One of the reasons is that you all make very good progress in learning. You get lots of opportunities to try new things and work hard. You also get on very well with each other. I particularly enjoyed visiting you in the classrooms and seeing the good work you were doing. Many of you told me how much you enjoy being at school, and how proud you are of what you can do. Mr Underwood, and all other adults, are constantly trying to find ways of improving the school: for example, they are going to look at how they mark your books to make sure you all understand how to improve.

There were lots of things that I liked in your school. Here are a few: * the school feels very special because everyone looks after everyone else * you take responsibility for your own behaviour and your behaviour is excellent * all the different people working at the school do their best to look after you * you are able to be as independent as possible and take responsibility for your own actions * everyone tries to do their best.

Best wishes,

David Marshall

Lead Inspector