

St Winefride's RC Primary School

Inspection report

Unique Reference Number	102774
Local Authority	Newham
Inspection number	323690
Inspection date	22 June 2009
Reporting inspector	Bernice Magson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	351
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Tony Fernandes
Headteacher	Mr Paul Underwood
Date of previous school inspection	9 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Church Road Manor Park London E12 6HB
Telephone number	020 8478 0510
Fax number	020 8514 6612

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors who evaluated the overall effectiveness of the school including the Early Years Foundation Stage, and investigated the following issues:

- the impact of the school's actions to raise standards, including in the Early Years Foundation Stage
- the school's actions in promoting community cohesion
- the rigour of systems to review the school's performance and develop further.

Evidence was gathered from the school's records, planning and policies, from observing teaching and learning, from discussions with pupils, staff and governors and from a scrutiny of parents' questionnaires. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in self-evaluation, were not justified, and these have been included in the report.

Description of the school

St Winefride's is a large Catholic primary school serving a diverse community in the Catholic parishes of St Stephen and St Nicholas in the Brentwood Diocese of London. The proportion of pupils eligible for free school meals is well above average. The majority of pupils are Black African and Caribbean background and the remainder are mostly of Eastern European background, or of Asian minority ethnic heritage. Some pupils are taught in mixed aged classes. A well above average number of pupils speak English as an additional language. A small proportion of the pupils have learning difficulties and/or disabilities, including moderate learning difficulties, behavioural and emotional needs, physical difficulties and autism. The school has provision for the Early Years Foundation Stage through the Nursery and two Reception classes. The proportion of pupils joining or leaving the school at other than the customary times of the year is higher than is usually found. Extended services are provided on the same site, including family learning programmes.

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 is an outstanding school. As one parent commented, 'In this school, every child flourishes and is growing with God', which describes very well the caring and loving climate for learning which the headteacher, staff, and governors promote so effectively. The pastoral care and support of pupils is an outstanding feature of its provision. Parents are very appreciative of the excellent partnerships between school and home. Staff work hard to ensure that, in this diverse school community, all pupils have equal access to learning. 'If you're black or white in this school it doesn't really matter; we're all treated the same', explained one pupil. This demonstrates their outstanding attitudes to learning which are reflected in excellent attendance.

Pupils make excellent progress and attain above average standards by Year 6 from low starting points in the Nursery. Pupils' progress is analysed rigorously and perceived weaknesses are addressed very robustly. In Years 1 and 2 the performance of boys has shown recent improvement, because the curriculum has been adapted to include practical and topic-based experiences. As a result, in the latest national tests almost half of Year 2 boys have attained the higher levels in reading, writing, mathematics and science. In Years 5 and 6 pupils are taught in ability sets in English and mathematics and, as a result of the smaller and more appropriate groupings, rates of progress have increased. Staff set challenging targets for pupils to attain by Year 6. Pupils are learning at a rapid pace, because of the outstanding quality of the teaching and the curriculum. A strong focus is the emphasis on the acquisition of the basic skills of literacy, numeracy and information and communication technology. Lessons are planned very well and include a variety of experiences. In Year 6, for example, pupils held a courtroom drama to argue about the importance of each character in the story of 'Goodnight Mister Tom', which brought to life their understanding of living in a rural community. Teachers' marking provides pupils with outstanding guidance about the next steps to making improvement. By Year 6 a higher proportion of pupils than that found nationally attain the higher levels in English, mathematics and science in national tests. Checks on the progress of Year 6 suggest that they are set to achieve their individual targets and with considerable numbers attaining the higher levels in English, mathematics and science. Nevertheless, the progress of some pupils is restricted due to their recent arrival in school.

Pupils' personal development is outstanding, as is their spiritual, moral, social and cultural understanding. Pupils understand very well about healthy lifestyles, choosing healthy foods and participating in many sporting activities. They are confident in making choices in their learning and have an excellent understanding of their place in the community of the school, locality and the wider world. The school has a clear policy to promote community cohesion and pupils' contributions to community cohesion are outstanding. They raise money to support local and Catholic charities by organising a sale of unused toys, for example. Knowledge of other communities is increasing through various links, including links with pupils in a rural school in Norfolk and a primary school in Ghana. The school council plan to meet a similar group from Sevenoaks in Kent to exchange ideas. They work hard to achieve success in representing and promoting the views of their peers. Currently, they are raising funds towards the Centenary Project to improve the outdoor accommodation.

An outstanding headteacher and skilled team of senior managers provide excellent clarity in guiding and developing the school. They are robust in analysing the school's performance and in setting challenging targets for improvement. Partnership links with other schools and organisations are excellent. Inclusion in an informal federation of local schools is having a

considerable effect in increasing the professional knowledge of staff and in promoting enrichment opportunities in the curriculum to an excellent level. Self-evaluation is rigorous, and strategic planning is tightly managed, challenged and reviewed. The governing body gives excellent support in this process and has a very good understanding about how the school is developing. The school is a very effective organisation, and its strong focus on Catholic principles and shared commitment to raise standards demonstrate that it has excellent capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children in the Early Years Foundation Stage love going to school and are eager to learn. Provision for their welfare is outstanding. Staff have a great awareness of the needs of each child and their family, and give valuable support. Relationships are excellent and children feel safe and secure. From low starting points in their social and emotional development and in communication, language and literacy, children are learning very well how to take care of themselves, access equipment and express their needs and ideas. Learning and development are good overall. Children have access to an appropriately balanced range of adult-led and free-choice activities. In the Nursery curriculum activities are linked effectively so that children can consolidate their knowledge and skills. For example, skilful questioning helped the youngest children to understand about shape and symmetry, and then a treasure hunt in the sand and art activities helped to consolidate their understanding of mathematical concepts.

Despite some restrictions to free-flow movement to different areas of the learning environment, teachers ensure that children maximise their participation in all activities, particularly for those in the Reception classes who share the outdoor area with the Nursery class. The range of opportunities meets their needs satisfactorily, but some children are not challenged well enough, especially the more-able. Nevertheless, progress in the key stage is good overall. By the end of the Reception Year children are reaching expected goals for their age. Leadership and management are good. Nevertheless, senior leaders recognise that the manager has too many responsibilities across the school, and as a result has been given insufficient time to bring about improvement to this key stage.

What the school should do to improve further

- Develop a more challenging curriculum with a greater range of independent and exploratory outdoor play opportunities for children in the Reception Year.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
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?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

¹Grade 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.

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

02 July 2009

Dear Pupils

Inspection of St Winefride's RC Primary School, London, E12 6HB

You may recall that two inspectors visited your school recently. We had a lovely time and we would like to thank you for being so friendly and welcoming. We enjoyed talking to you and finding out about all the interesting things you are doing. You go to outstanding school.

Here are the best things about your school.

- You are very friendly and welcoming.
- You enjoy school very much and work hard in lessons.
- All the adults take very good care of you and make sure that school is a happy place.
- You reach standards above those in many schools in your reading, writing, mathematics and science by Year 6.
- You understand how it is important to eat healthily, and you enjoy lots of sporting activities.
- You are making excellent contributions in support of others in school, the community and in Africa.
- The school council are successful in considering your suggestions and introducing improvements, such as in the playground.
- Your headteacher, staff and governors are working hard to make your school even better.

Your headteacher, staff, governors and parents are planning ways of improving your playground, including for children in the Reception classes, so that they can play outdoors more often. We have asked them to continue with these plans and provide a greater range of exciting things for these younger children to do.

Yours faithfully

Bernice Magson

Lead Inspector