

West Ham Church Primary School

Address: Portway, Stratford, London, E15 3QG

Unique reference number (URN): 102765

Inspection report: 17 March 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Early years

Strong standard ●

Children learn extremely well in the early years. From a wide variety of starting points, staff ensure that children are very well prepared for key stage 1. Leaders have a clear understanding of how to best support the development of children, including those who may have special educational needs and/or disabilities. There is a well-designed curriculum in place. Staff readily identify the areas of learning where children typically need more support to develop. These are prioritised across the curriculum. For instance, leaders have prioritised the early stages of reading and building phonics knowledge. Professional development is used effectively to ensure that staff are able to expertly develop children's knowledge and skills, including through their high-quality verbal interactions. The curriculum emphasises children's communication and language development. Leaders have used specialist music teachers and external support to drive children's development in those areas.

Staff, parents and carers work as a team to support children's development. Leaders put on sessions for parents to ensure that they have the necessary knowledge and skills to support the learning of their children at home.

Inclusion

Strong standard ●

Leaders have ensured that this school is an incredibly inclusive environment. They are quick to identify pupils' individual needs and put in place plans and routines to support them to be successful. These strategies are regularly reviewed and adapted when necessary. Leaders are aware that barriers to success in education come in many different shapes and sizes. They make sure that the approaches that they use to support pupils are strongly grounded in evidence. Leaders' actions successfully reduce any barriers to learning that pupils face. Pupils, and their parents and carers alike, are rightly full of praise for the strength and flexibility of the school's approaches.

Leaders know that that effective training for staff is essential to ensure that pupils with special educational needs and/or disabilities and those who are disadvantaged can be successful in school. Leaders meticulously plan staff development to guarantee it is both effective and pertinent.

Additional funding for disadvantaged pupils is used effectively. Leaders monitor its impact to ensure it is consistently helping these pupils to overcome any challenges in their lives. This closely aligns with the leaders' improvement plans for the school as a whole, ensuring that staff share a clear and powerful vision. When alternative provision is used, leaders ensure that it has an effective positive impact.

Personal development and wellbeing

Strong standard ●

There is strength in all that leaders do to support the wellbeing and character development of pupils. Pupils have an impressively well-developed understanding of the fundamental British values and how the law protects people from discrimination. They know how to keep

themselves safe, both online and in the physical world, and how to keep themselves fit and healthy. Leaders have worked to ensure that pupils have a deep and broad exposure to theatre, music and art, for instance through opportunities to work with a professional orchestra. The majority of pupils do not come from a Church of England background. Due to work that leaders have done, all pupils connect with the school's values and celebrate their differences in religion and culture. This school is a truly multi-cultural environment.

Leaders have created a progressive curriculum of educational visits. Pupils build up their learning through these experiences to explore, understand and benefit from the city that they live in. For instance, Year 1 pupils visit the local area, where they learn how to cross the road. Next, they learn how to use public transport when they travel further afield. This later leads to the skills they need to travel independently. Staff have a firm understanding of the experiences that pupils have had and make sure that any gaps are filled.

Leaders ensure that the personal, social and health education curriculum is broad, coherently planned and suitable for the school's context, including relationships education. Pupils develop a deep knowledge of all the content that is required by law.

Pupils take on various leadership roles, such as school councillors, play leaders and young interpreters. These support pupils to develop skills which will support their success in later life, such as public speaking and leading initiatives. This includes campaigning to improve the air quality in their local environment.

Expected standard

Achievement

Expected standard 

Pupils make sound progress through the curriculum. This is reflected in the knowledge that they gain in lessons and the high-quality work that they produce in their books. They are well prepared for the next stage of their education. This includes pupils with special educational needs and/or disabilities and those who are disadvantaged. When pupils leave key stage 2, they are ready for secondary school.

When pupils have not achieved as well as national averages in national curriculum tests, this has been due to factors beyond the control of school leaders. However, pupils are still well prepared for success at key stage 3. The strategies put in place by leaders are well devised to best support the success of all pupils. Leaders ensure that any gaps in English and mathematics knowledge are quickly narrowed throughout pupils' time at school.

Attendance and behaviour

Expected standard 

Leaders' resolute efforts over the past few years have secured improvements in the overall rates of pupils' attendance. Leaders communicate effectively with pupils, parents and carers to ensure that all share an understanding about the importance of coming to school each day. Staff understand the role that they have to play in supporting pupils to have positive attendance. Due to this successful encouragement, pupils attend this school as often as the national average. The number of pupils who were persistently absent from school has

reduced considerably, and this includes for pupils with special educational needs and/or disabilities and those who are disadvantaged.

Pupils have a thorough understanding of what is expected of their behaviour in school. They engage with this expectation, and as a result, the school is a safe, fun and productive learning environment. Staff have a comprehensive knowledge of the school's behaviour systems and they apply them consistently and fairly. Pupils recognise this and are happy to follow the instructions that they receive from adults. There is mutual respect, support and care between staff and pupils. The school is an environment where bullying and discrimination of any sort are not tolerated.

Curriculum and teaching

Expected standard 

Leaders regularly evaluate the impact and effectiveness of the ambitious curriculum taught at this school. They make sensible changes that support pupils to learn well, and this includes ensuring that teachers are equipped to make skilful adaptations for pupils with special educational needs and/or disabilities and those who are disadvantaged. Teachers receive evidence-informed training that helps them to deliver the curriculum as is intended. This support and training includes leaders developing staff to have the subject knowledge they need. Leaders provide specialist teachers for art, music and physical education. This helps pupils to thrive in those subjects and develop a deep love and understanding of them.

The design of the curriculum ensures that pupils build on well-understood prior knowledge and skills. Leaders take care to ensure that this is especially true for the reading and mathematics curriculums. For instance, they have recently developed the mathematics curriculum to make it more effective, particularly for those pupils who are disadvantaged. The teaching of writing is well embedded at the school and staff use well-evidenced practices to continue to support pupils to develop in this area throughout their time at the school.

Leadership and governance

Expected standard 

Leaders are very deliberate in their actions. They have the best interests of pupils at heart and demonstrate high expectations of what pupils can achieve. Leaders at all levels ensure that staff are highly trained and that their wellbeing is supported. Training is carefully planned using ideas and strategies based in evidence. It supports teachers to develop the skills to prepare pupils for the next stages of their education and the rest of their lives.

Leaders use their detailed analysis of the school's performance to evaluate the effectiveness of its provision. Typically, they use this information to make effective decisions and take positive actions to improve pupils' learning and wellbeing, including those with special educational needs and/or disabilities and those who are disadvantaged. This has been demonstrated recently through developments to the curriculum and the support provided to pupils to ensure that they are able to attend school each day.

Governors have a sound understanding of life at the school. They fulfil all of their statutory duties, and they support the leaders in school to provide the best possible education for pupils.

Leaders have ensured that this school is both for, and part of, the local community. Parents and carers are rightly confident that leaders and staff will act in the best interests of their children.

What it's like to be a pupil at this school

This school is a truly joyful place. Pupils are delighted to come to school each day. They appreciate all the opportunities and experiences that are available to them. In particular, pupils value the expert education that they receive from their specialist art, music and physical education teachers. All pupils, including those with special educational needs and/or disabilities (SEND) and those with other barriers to their education, are supported to learn the curriculum well.

Clubs, such as a rock band and 'young reporters', are very popular with pupils. All are supported to join in, including those with SEND and those who are disadvantaged. Pupils appreciate the Christian traditions of the school and they value sharing their different cultures with each other. Pupils develop character very well. They develop a keen moral compass to guide them to fight for what is right, such as through their conservation work to protect rhinoceroses in the wild. Pupils develop deep, trusting relationships between each other and with adults.

Pupils are extremely well prepared for life in modern Britain. They have an excellent understanding of the fundamental British values and they live these out. For example, pupils vote on which charity initiatives the school should support and join one another to take part in religious festivals which are different to the ones they celebrate at home.

Pupils' behaviour is very positive and supports their learning well. They rightly say that bullying is rare. If it occurs, staff quickly deal with it to make sure that it does not persist. Pupils feel safe at the school and they have trusted adults who they will speak to if they have any concerns. Over recent years, leaders have relentlessly worked with pupils and their families to improve attendance. This work is now bearing fruit.

Next steps

- Leaders should continue their work to develop the curriculum, and the effectiveness of how it is taught, to make sure that pupils' achievement improves.
- Leaders should continue their work with staff, pupils, parents and carers to make sure that improvements in attendance are sustained and built on.

About this inspection

The chair of the board of governors in this school is Mr Robert Henney.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with governors, representatives from the local authority, representatives from the diocese, the executive headteacher, the head of school, other members of the leadership team, staff, pupils and parents.

This school is registered as having a Church of England religious character. It had its most recent section 48 inspection in May 2023.

The school makes use of one registered alternative provision.

The school has undergone a significant change since the last inspection.

Executive headteacher: Nicola James

Lead inspector:

Luke Stubbles, His Majesty's Inspector

Team inspectors:

Ann Pratt, Ofsted Inspector

David Atter, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 17 March 2026

School and pupil context

Total pupils

308

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

375

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

34.52%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

6.17%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

18.18%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	61%	Close to average
2024/25 (revised)	42%	62%	Below
2023/24 (final)	64%	61%	Close to average
2022/23 (final)	63%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	74%	Close to average
2024/25 (revised)	63%	75%	Below
2023/24 (final)	73%	74%	Close to average
2022/23 (final)	74%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	72%	Close to average
2024/25 (revised)	71%	72%	Close to average
2023/24 (final)	82%	72%	Above
2022/23 (final)	79%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	73%	Below
2024/25 (revised)	55%	74%	Below
2023/24 (final)	73%	73%	Close to average
2022/23 (final)	74%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	46%	Close to average
2024/25 (revised)	30%	47%	Below
2023/24 (final)	57%	46%	Close to average
2022/23 (final)	61%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	62%	Close to average
2024/25 (revised)	45%	63%	Below
2023/24 (final)	71%	62%	Close to average
2022/23 (final)	72%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	59%	Above
2024/25 (revised)	55%	59%	Close to average
2023/24 (final)	79%	58%	Above
2022/23 (final)	78%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	60%	Close to average
2024/25 (revised)	35%	61%	Below
2023/24 (final)	71%	59%	Above
2022/23 (final)	72%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	48%	68%	-20 pp
2024/25 (revised)	30%	69%	-39 pp
2023/24 (final)	57%	67%	-10 pp
2022/23 (final)	61%	66%	-5 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	62%	80%	-18 pp
2024/25 (revised)	45%	81%	-36 pp
2023/24 (final)	71%	80%	-8 pp
2022/23 (final)	72%	78%	-6 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	78%	-9 pp
2024/25 (revised)	55%	78%	-23 pp
2023/24 (final)	79%	78%	1 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	78%	77%	0 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	80%	-22 pp
2024/25 (revised)	35%	81%	-46 pp
2023/24 (final)	71%	79%	-8 pp
2022/23 (final)	72%	79%	-7 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	7.2%	5.2%	Above
2023/24 (3 term)	7.2%	5.5%	Above
2022/23 (3 term)	8.0%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	26.0%	13.3%	Above
2023/24 (3 term)	26.8%	14.6%	Above
2022/23 (3 term)	28.5%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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