

# Rayne Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	114842
<b>Local Authority</b>	Essex
<b>Inspection number</b>	357631
<b>Inspection dates</b>	9–10 December 2010
<b>Reporting inspector</b>	George Logan

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	265
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Adam Bulkeley
<b>Headteacher</b>	Andy Wright
<b>Date of previous school inspection</b>	20 September 2007
<b>School address</b>	Capel Road Braintree, Essex CM77 6BZ
<b>Telephone number</b>	01376 324959
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## Introduction

This inspection was carried out by three additional inspectors. They visited 16 lessons taught by 11 different teachers. Inspectors held meetings with the governor with responsibility for pupil matters and with staff and pupils. They looked at pupils' books, records of their progress, lesson planning, playtime activities and the school's self-evaluation documents, including records of teaching and the main improvement plan. Responses to questionnaires completed by staff, pupils and 101 parents and carers were also considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How far advanced are children in their development when they join the Nursery class and how much progress do they make as they move through the school, particularly in mathematics?
- How well do staff use assessment information to plan work which challenges pupils sufficiently, including those with special educational needs and those identified as gifted or talented?
- How effective is the leadership of the school, particularly at middle management level?
- Has the governing body fulfilled requirements in relation to community cohesion?

## Information about the school

Rayne Primary and Nursery School is of average size. The vast majority of pupils are White British. There are no pupils at an early stage of learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is well below average. The majority of these pupils have moderate learning difficulties. The school provides a breakfast club, managed by the governing body. There has been a relatively high level of staff change in the last four terms. The deputy headteacher was appointed in April 2010.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. A high level of staff change over the past four terms has affected pupils' progress. However, more stable staffing and a strengthened leadership team are having a positive impact in the current term and there is clear evidence of improvement.

Parents are very appreciative of the school's efforts for their children. The school promotes pupils' personal development well. Pupils have good attitudes to learning and they behave well. Staff successfully ensure pupils' safety and well-being. Attendance is above average. Pupils feel very safe and have great confidence in adults. They have a good understanding of healthy lifestyles and enjoy participating in sport. Indeed, the girls' football team are the current county champions. Pupils' contribution to the school through service on the school council or undertaking daily tasks is good. Links with the local community are satisfactory.

Children in the Early Years Foundation Stage make a good start and achieve well from broadly average starting points. Pupils' progress and achievement in Years 1 to 6 are satisfactory, leading to broadly average attainment at both Year 2 and Year 6. Temporary staffing in some classes, including Year 6, and an under-strength management team, constrained pupils' progress in the last school year. Nonetheless, more effective subject leadership, more rigorous tracking of pupils' progress, and a higher proportion of good teaching, are contributing to accelerating progress. This is particularly the case in writing, which has been a key focus for development. Standards in mathematics are also starting to rise, although the school recognises that lessons do not always provide sufficient challenge for the full range of learning needs. Pupils with special educational needs and/or disabilities make at least satisfactory progress because of the satisfactory support given by teaching assistants. However, pastoral support through counselling and support programmes, for those who have social or emotional needs, is good. While the curriculum is satisfactory, pupils feel that there are too few extra-curricular activities. Those which are available are often oversubscribed.

Pupils' work is accurately assessed and assessment information is satisfactorily used to match work to individual needs in many lessons, although this is a stronger feature in literacy lessons rather than numeracy. While there is some exemplary practice, teachers' marking does not always give pupils enough guidance as to how they can improve their work. Individual target setting is not used with sufficient consistency across the school to have a significant impact on progress. Pupils have some opportunities to evaluate their own work, but this is not planned for systematically enough.

Leadership and management are satisfactory. School leaders know the school well and self-evaluation is accurate. The work of the governing body is satisfactory. The school's inherent strength as a community, improved teaching and progress, an increasingly

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effective senior leadership team, alongside more rigorous procedures for monitoring the school's work, together indicate that the school has satisfactory capacity for improvement.

## What does the school need to do to improve further?

- Ensure that there is a consistently high level of challenge in lessons so that pupils make more rapid progress and attain higher standards in mathematics.
- Build upon the examples of existing good practice in assessment to ensure:
  - greater consistency in the use of individual targets for learning
  - more frequent opportunities for pupils to develop their skills in evaluating the quality of their own work
  - rigorous marking of pupils' work in all classes to ensure that pupils have a clear idea of how they can move their learning on.
  - Enhance the school's provision for pupils by extending the range and accessibility of extra-curricular clubs and activities.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

<b>3</b>
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More consistent teaching and higher expectations are supporting more rapid gains in learning, although attainment is just beginning to show improvement. In an outstanding literacy lesson in Year 2, pupils were generating evocative words and phrases to enrich and extend their independent writing. The lesson was successful primarily because of the energy and enthusiasm of the teacher, the high level of challenge provided, the support it gave to the development of pupils' speaking and listening skills and the rigorous assessment through questioning of the progress each pupil was making. One teaching assistant was specifically deployed to evaluate and record the progress of specific pupils against the success criteria of the lesson. In a good physical education lesson in Year 4, pupils were involved in gymnastics which required them to extend themselves when developing new and interesting shapes. The lesson was well managed and proceeded at a brisk pace. A key strength was the way in which the teacher was developing pupils' confidence in evaluating their own work and that of other pupils.

On entry to Year 1, pupils' attainment is in line with that expected for their ages. They make increasingly good progress in reading and writing. In mathematics, progress has not been as consistent, although standards are still broadly average. Pupils with moderate learning difficulties make at least satisfactory progress, because staff match work closely to their needs. Appropriate levels of staffing ensure that additional support is available in most lessons.

The school council meets regularly, shares ideas and organises fundraising activities. Older pupils willingly undertake community jobs, for example as play leaders. Spiritual, moral, social and cultural development is satisfactory overall. Pupils' social and moral development is good, as shown in their good behaviour and relationships. There are many opportunities for pupils to engage with diverse ethnic and cultural groups. However,

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despite pupils' good personal development and good interpersonal skills, their average basic literacy and numeracy skills when they leave the school mean that they are only satisfactorily prepared for future study and later life.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Although pupils' progress over time indicates that teaching and learning are satisfactory, more stable staffing is supporting improved progress this term. In a high proportion of lessons seen during the inspection, teaching was at least good. In the best lessons, expectations are high, rigorous assessment ensures that activities are well matched to pupils' needs and relationships are very good, leading to good learning. However, when progress is slower and lessons lack challenge, it is often because individual targets are not used consistently enough to drive pupils' learning. Teachers' marking does not always provide sufficient guidance for pupils on the next steps in learning. Some activities encourage pupils to evaluate their own work. However, there is no consistent approach, so that opportunities are missed to develop and strengthen good practice across the school.

The curriculum satisfactorily supports the development of pupils' English skills and this has been a key school improvement focus. Pupils' mathematical skills have had a lower profile recently, because of the primary focus on writing in the last school year. Personal, social, health and citizenship education is carefully planned. Some progress has been made on

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embracing a carefully planned topic approach, although this is still at an early stage. Pupils make some use of their writing and mathematical skills in other subjects. However, this is not a particularly strong feature. External partnership activities contribute satisfactorily to extending pupils' learning. These include occasional events to support gifted and talented pupils.

Staff care for pupils well and are responsive to their needs. Transition arrangements are good. The school works closely with support agencies, particularly for pupils with specific needs. There is good practice in supporting the health, social, behavioural and transition needs of pupils whose circumstances make them vulnerable. The breakfast club is well-managed and meets the needs of pupils and parents well. Systems for maintaining above average attendance are effective.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher knows the pupils and the local community well and has promoted those aspects of provision which ensure pupils' good personal development. The school successfully engages parents and they, in turn, have considerable confidence in the school. However, some parents voice concerns that recent disruptions in staffing have affected pupils' learning. With the recently-appointed deputy headteacher now in post, the senior leadership team is increasingly focused on raising attainment and achievement. Challenging targets have been set for 2011. There is a more rigorous approach, at all levels, to tracking pupils' progress. The middle-management group of key subject leaders, supported by the deputy headteacher, is contributing to more rigorous monitoring and greater staff accountability. As a result of these changes, improvements in pupils' learning are beginning to come through. School self-evaluation is accurate and realistic and the school development plan is focused on appropriate and clearly-defined priorities.

Whilst the governing body have been very supportive of the school, it has not, in the past, actively challenged school leaders, particularly in relation to achievement. However, with new members, this is beginning to change, with a commitment to more direct involvement in monitoring the work of the school. The governing body is increasingly involved in school self-evaluation and seeks out and acts upon pupils' views. There is a direct link between the school council and the governing body. Statutory responsibilities are met. Safeguarding arrangements are satisfactory. Discrimination is tackled rigorously and the promotion of equality of opportunity is satisfactory. The school is internally very cohesive. The governing body ensures that community cohesion is satisfactorily promoted and that there are opportunities to learn about other faiths and communities through the

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curriculum and through links with other schools. However, pupils have fewer opportunities to learn about cultures and communities overseas.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The majority of children join the Nursery from the local pre-school. Entry levels vary considerably from year to year. Children generally enter with skills and abilities broadly in line with what might be expected for their age, although an increasing proportion has delays in speech and language. Exit levels from Reception have fallen over the last three years, reflecting a slow decline in children's skills and knowledge on entry. In 2010, standards on exit were just below those expected. This, however, represented generally good progress for those children, particularly in speaking and listening, communication and fine motor skills. That said, the school is looking to refine its assessment of children's skills on entry to Nursery so that it can more accurately demonstrate the extent of the progress children make. Good induction arrangements, including home visits, ensure that children feel safe. Children are well cared for and establish good relationships. They are happy, polite, play safely and behave well. Daily events, like snack time, support their social development well. Activities are well-planned, with good opportunities for children to choose activities both indoors and in the well-resourced outdoor area. Children's skills in reading and writing are well supported through a systematic programme for teaching sounds and letters. Very focused teaching ensures that children successfully extend and develop their skills. Support staff are well-trained and deployed effectively. Sessions of direct teaching are well planned, provide good challenge and successfully meet children's needs across the ability range. The Early Years Foundation Stage leader has a very good oversight of the strengths of the provision and of the skills of the staff.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The vast majority of parents and carers who responded to the questionnaire are pleased with the school and the way in which it provides for their children. One described Rayne Primary as: 'A very nurturing, caring school which puts the all-round education of each child as a fundamental priority.' The few concerns raised by parents and carers related mainly to the high level of staff change in the last few terms or to the extent of the progress their children make. The inspection team feels that parents and carers are right to have concerns about the level of staff change in the recent past because performance data indicates that this has indeed had an impact on their children's learning. Currently, the school is in a more stable position generally.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rayne Primary and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 101 completed questionnaires by the end of the on-site inspection. In total, there are 265 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	85	84	15	15	0	0	0	0
The school keeps my child safe	91	90	10	10	0	0	0	0
My school informs me about my child's progress	73	72	27	27	0	0	0	0
My child is making enough progress at this school	76	75	18	18	6	6	0	0
The teaching is good at this school	77	76	21	21	2	2	0	0
The school helps me to support my child's learning	75	74	23	23	3	3	0	0
The school helps my child to have a healthy lifestyle	64	63	37	37	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	67	66	27	27	1	1	0	0
The school meets my child's particular needs	75	74	23	23	2	2	0	0
The school deals effectively with unacceptable behaviour	54	53	40	40	3	3	0	0
The school takes account of my suggestions and concerns	59	58	35	35	2	2	0	0
The school is led and managed effectively	73	72	24	24	1	1	0	0
Overall, I am happy with my child's experience at this school	84	83	13	13	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



13 December 2010

Dear Pupils

**Inspection of Rayne Primary and Nursery School, Braintree, CM77 6BZ**

Thank you for making us welcome during our visit. We were glad to have the opportunity to talk to you and hear your views. We found that yours is a satisfactory school. These are our main findings.

You work hard, enjoy lessons and behave well.

Despite a lot of staff changes, you have been making satisfactory progress overall, but this is improving. As a result, standards are starting to rise.

You undertake many jobs in school. You make a good contribution to the school, although links with the local community are not quite as strong.

Teaching and learning are satisfactory, with some good and outstanding lessons.

Most of you feel very safe and have a good awareness of the importance of eating healthily and staying fit.

The curriculum is satisfactory, as is extra-curricular provision.

School leaders set a clear direction, know how well the school is doing and ensure that you are well looked after.

We are asking the school to make some changes to help you do better. It should:

- raise standards in mathematics by ensuring that you all get more challenging work in your mathematics lessons
- draw upon existing good practice in marking and target-setting so that you are more involved in assessing your own work and you get consistently good advice about what you need to do to move your learning on
- respond positively to your wishes for a more extensive programme of out-of-school clubs and activities

You can help by continuing to work hard and do your best. We wish you every success in the future.

Yours sincerely

George Logan

Lead inspector

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