

Engayne Primary School

Inspection report

Unique Reference Number	132766
Local Authority	Havering
Inspection number	360432
Inspection dates	9–10 May 2011
Reporting inspector	Gulshanbir Kayembe

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	634
Appropriate authority	The governing body
Chair	Denise Whalley
Headteacher	Suzanne Ship
Date of previous school inspection	21 November 2007
School address	Severn Drive Upminster RM14 1SW
Telephone number	01708 223492
Fax number	01708 225820
Email address	contact@engayne.co.uk

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by four additional inspectors. They made visits to 28 lessons taught by 21 teachers and to the breakfast club. Inspectors met with groups of pupils, members of the governing body and staff. They observed the school's work, and looked at documentation including the school development plan, assessment records and safeguarding policies. They analysed completed questionnaires from staff and pupils, as well as 277 from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well pupils are progressing in English, especially in writing.
- Whether there are any significant differences in the progress of different groups of pupils.
- How well teaching and the school's curriculum help pupils to develop their literacy skills.
- How rigorous and accurate the school is in evaluating its effectiveness.

Information about the school

Engayne Primary School is considerably larger than average. Most pupils are White British and a small minority are from a range of other ethnic backgrounds. A very small number of pupils are from Traveller backgrounds. The proportion of pupils with special educational needs and/or disabilities is below the national average, as is the proportion with a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is also below average. The school has a wide range of awards including Artsmark Gold, Healthy Schools and National Video Conferencing. It is part of the National Outstanding Schools consortium, providing initial teacher training based in schools.

A breakfast club, managed by the governing body, is provided every morning for pupils at the school and this was included in the school's inspection. However, the on-site after-school club is not under the governing body's management and was not inspected on this occasion.

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?

1

The school's capacity for sustained improvement

1

Main findings

Engayne Primary School is an outstanding school and provides an exceptionally well-rounded education for its pupils. Consequently, they develop into mature, confident and reflective youngsters by the time they are in Year 6. The creation of a strong sense of community within such a large primary school is a major achievement. Pupils from a wide range of backgrounds get on exceptionally well as a result and develop an equally strong sense of belonging. Parents and carers were overwhelmingly positive, and fulsome in their praise in their written comments in the questionnaires.

Pupils make exceptionally good progress in their learning and attain high standards by the end of Year 6. Attainment in English and mathematics is above average and rising, especially so in English. This is because excellent provision in the Early Years Foundation Stage enables children to flourish and develop a very secure grounding for further learning. Pupils' progress and attainment have improved markedly across the school in writing over the last couple of years as a result of carefully focused and targeted work. A significant number of pupils now write with flair using interesting and varied vocabulary by the time they are in Year 6.

Outstanding teaching and learning are underpinned by an excellent curriculum. This provides an exceptionally well-structured breakdown of what needs to be taught so teachers ensure there is excellent and progressive development of skills, knowledge and understanding. Teachers' detailed knowledge of each individual in their classes is used very effectively to adapt plans to meet the needs of all. Provision for English and mathematics is particularly well developed as a result of frequent and detailed analyses of pupils' strengths and weaknesses. For example, targeted lessons in calculation were put in place across the school as a result of close examination of pupils' work. These have helped to improve pupils' skills in mental arithmetic and their ability to tackle a wide range of sums with confidence. There are good opportunities for problem solving in mathematics lessons and in other subjects of the curriculum. The school, in its pursuit of excellence, plans to provide even more opportunities of this kind in order to raise attainment yet further. Pupils' written work has benefited from the frequent and varied use of writing skills in all areas of the curriculum. Pupils' understanding of scientific ideas and principles is very well established by the time they are in Year 6 and their skills in using information and communication technology (ICT) are highly developed. They are also successful in developing vibrant and creative artwork. Their excellent achievement coupled with good attendance and outstanding social skills mean pupils are exceptionally well prepared for their next stage in education.

The success of the school is down to outstanding leadership and management. The headteacher sets exceptionally high expectations but, in partnership with her senior team, also ensures the support is there to enable all members of the school community to give

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of their best. The governing body is proactive and constantly reviews its own and the school's work in order to help secure continuous and rapid improvement. Senior staff, others with managerial responsibilities and governors have identified the right priorities for improvement. Self-evaluation is accurate, if modest on occasion. Given the school's significant improvement since the last inspection, the rigorous and detailed self-analysis of its strengths and relative weaknesses, its capacity to improve is exceptionally good.

What does the school need to do to improve further?

- Build on the outstanding curriculum to provide even more opportunities for pupils to use and apply their skills in number work to solve increasingly complex problems by October 2011.

Outcomes for individuals and groups of pupils

1

Children begin in Reception with a wide range of skills and knowledge. Overall, however, their attainment is below age-related expectations when they start. In particular, their skills in literacy and aspects of their personal development are low. Given these starting points, achievement both in Reception and by the end of Year 6 is exceptionally good. The small number of pupils from minority ethnic or Traveller backgrounds make outstanding progress from their starting points. Those with special educational needs and/or disabilities are identified at a very early stage once they begin school. Provision is closely tailored to the needs identified and the impact of this provision monitored robustly. Teachers and teaching assistants ensure that they have the right work and resources to help these pupils make as good progress as others.

There is a high level of focus on work during lessons and no time is wasted in getting down to tasks. Pupils are highly successful learners who switch with ease between listening very attentively when required to and engaging productively with one another and other adults to complete the work set. They are highly independent and ever ready to take on any challenge their teachers set. In a Year 4 lesson, for example, pupils concentrated in a scholarly manner when tackling an extended piece of writing in French. They used key clues in the writing to help them grasp the gist of the text and were fearless in their approach, even though the task was more than a little daunting. Pupils are also ready to explore ideas and find things out for themselves. In a Year 6 science lesson, pupils used resources they have been provided with to explore ways of separating different kinds of mixtures. In their groups, they made suggestions and tried these out to establish what method worked best, with which mixture.

Pupils' personal development is as good as their academic. They have a strong understanding of how to keep safe and look out for one another. Pupils feel very safe at school and are entirely confident that issues they raise will be dealt with quickly and effectively by staff. Excellent behaviour adds to pupils' sense of safety. The high take-up of extra-curricular sporting activities supports pupils' health. They are very aware of how diet and exercise impact on health and readily adopt healthy lifestyles. Pupils think deeply about their own and others' experiences. They have a keen awareness of right and wrong, demonstrating this in their considerate behaviour to others and their willingness to challenge unfair treatment such as racism. Pupils also demonstrate curiosity about those who are different from themselves and are keen to learn about other cultures and religions. They enjoy every aspect of school life and participate in a wide range of

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activities with enthusiasm and energy. A high proportion of pupils are learning to play a musical instrument, for example. They have a wide range of roles in school such as eco monitors, play leaders and school councillors. Raising funds for good causes and working with local shops and the police to improve the local environment are typical examples of the many contributions pupils make to their local and wider community.

These are the grades for pupils' outcomes

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

¹ 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?

The high quality of teaching makes a significant contribution to pupils' learning and development across the school. Planning is exceptionally good and outcomes for learning are defined very clearly so that pupils have a crystal clear idea of what they are expected to learn. It is highly effective in ensuring that work is closely matched to the needs of individual pupils. Teaching assistants work in an extremely well-developed partnership with teachers. They have exceptionally well-defined and agreed roles in lessons so that all pupils' learning is maximised as a result of the support they provide. Introductions to lessons are brisk and routines so well established that they operate like clockwork. Teaching staff constantly assess how well pupils are responding to the work provided and adjust where necessary to support learning. Activities are structured very thoughtfully so that they usually deliver the planned learning exceptionally well. Marking is excellent because it provides very clear next steps for pupils' learning. This is particularly so when it

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comes to developing pupils' writing. As a result of this and the work on guided reading, literacy skills are now very successfully taught.

The school provides a curriculum which has considerable breadth and depth. Links between subjects are very clearly established through topic approaches and careful planning. For example, English lessons often use subjects like history or science as contexts for developing writing such as using *Oliver Twist* to explore the workhouse. Enrichment through visitors, visits and trips is exceptionally good. Working first hand with a very wide range of authors, for example, has stimulated pupils' interest in literacy. Learning about cultural diversity is well developed within the curriculum and international and national links enable pupils to develop knowledge and understanding at first hand. The breakfast club not only provides a nourishing and healthy start to the day but also a rich and vibrant range of activities that get pupils in the right frame of mind for learning.

Pupils are exceptionally well looked after and cared for. Those whose circumstances make them potentially vulnerable and their families are supported outstandingly well. The school persists in looking for solutions to challenging issues faced by some pupils. Pupils with special educational needs and/or disabilities receive care of a very high order so that they are able to take a full part in school life. An exceptionally rigorous approach to attendance, involving work with a very wide range of agencies, ensures that it is above average. Pupils who join the school partway through their primary education are rapidly integrated and progress exceptionally well.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Staff morale is high and they are very proud to be part of this school. There is a strong sense of team and common purpose. As a result, key priorities are rapidly addressed and improvements secured. The headteacher has had a key role in developing the strong leadership across all levels within the school. Senior and middle leaders work very effectively with the headteacher and deputy headteacher to monitor and evaluate every aspect of the school's work. Data and information are collected and collated to provide meaningful analyses that pin-point the areas where further improvement is needed. Targets are ambitious and action swift where any hint of underperformance is highlighted. As a result, any levelling off of performance or in individual pupils' progress is quickly checked and reversed. The school works rigorously to promote equality of opportunity and eliminate discrimination. It monitors the engagement and outcomes for different groups of pupils and ensures any unevenness between groups is minimal. Frequent and good quality feedback to teachers has secured high quality teaching. The teacher training work of the

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school also serves to enhance teaching and learning through the sharing of best practice not just within the school but also with the other schools involved in the consortium.

The governing body challenges the school outstandingly well through questioning and robust scrutiny of its work. It also ensures that safeguarding procedures are deeply embedded into the day-to-day work. The school goes beyond the requirements in relation to, for example, training and the suitability checks made on all adults working with the school.

The school is a very strong and cohesive community. It makes an exceptionally good contribution to the local community for example through family learning and the work done by the school's leading teachers in other schools. Video conferencing, together with visits to, and visitors from, a wide range of cultural and religious settings and backgrounds provide enduring first-hand experiences for pupils of the wider British society. Recently established links with a Sikh school in another part of the country complement well the school's very good international links.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children make exceptionally good progress from their starting points. Attainment has been rising very well over the last three years and children are now completing their Reception year with high standards. These higher standards are beginning to feed into the rest of the school. A rich curriculum coupled with consistently outstanding teaching makes a significant contribution to children's learning and development. Activities are stimulating and very well structured so that they both secure high levels of engagement and deliver exceptionally good learning. Children enjoy their time in reception enormously. They work with one another with enthusiasm and sustain very good levels of concentration. Children readily explore new learning. They enthusiastically searched for insects in the outdoor

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area making sure any notable sighting was jotted down in their diaries. The ice-cream parlour stimulates creative role play and very successfully encourages communication, number and personal and social skills. The outdoor area acts as an extension of the classroom and all areas of learning are as well developed outside as inside. Children learn to be independent and to exercise choice exceptionally well. Their progress is very well assessed and this information used very effectively to inform planning. Opportunities to write and use number are an integral part of many activities. Children use computers and other technological devices confidently. Leadership of this phase is outstanding because of the strong and successful focus on continuous improvement.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents and carers are overall very pleased with the quality of education their children receive. There is strong agreement that their children enjoy school. They are also particularly pleased with the way the school keeps their children safe and helps them to support their children's learning. A very small number feel that the school does not deal with behaviour effectively. Evidence from inspection indicates that behaviour is exceptionally good and that it is very well managed. A very small number of parents also feel that the school does not take on board their suggestions and concerns. Written comments from some of these parents indicate that communication is a concern. The inspection evidence indicates that there are a wide range of opportunities for parents and carers to engage with the school and that suggestions and concerns are considered and acted upon where appropriate. The governing body has also taken steps to work effectively with parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Engayne Primary 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 277 completed questionnaires by the end of the on-site inspection. In total, there are 634 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	254	92	21	8	2	1	0	0
The school keeps my child safe	191	69	82	30	3	1	0	0
My school informs me about my child's progress	142	51	127	46	7	3	0	0
My child is making enough progress at this school	159	57	107	39	8	3	1	0
The teaching is good at this school	175	63	99	36	3	1	0	0
The school helps me to support my child's learning	158	57	114	41	4	1	1	0
The school helps my child to have a healthy lifestyle	158	57	112	40	6	2	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)	137	49	125	45	7	3	1	0
The school meets my child's particular needs	150	54	118	43	7	3	0	0
The school deals effectively with unacceptable behaviour	141	51	116	42	11	4	6	2
The school takes account of my suggestions and concerns	128	46	129	47	13	5	3	1
The school is led and managed effectively	179	65	93	34	4	1	1	0
Overall, I am happy with my child's experience at this school	184	66	88	32	4	1	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



11 May 2011

Dear Pupils,

Inspection of Engayne Primary School, Upminster, RM14 1SW

Thank you for making us so welcome when we visited your school recently. We really enjoyed going into your lessons, looking at your work and talking to you. Thank you also to the pupils who completed the inspection questionnaire. You told us that you enjoy coming to school and we agree with you that the school looks after you very well and keeps you exceptionally safe.

Your school provides you with an outstanding education and children in Reception get off to a flying start. As a result, you do very well in your work and reach a good standard in English and mathematics. You also do very well in science and ICT. We enjoyed looking at the DVD some of you made and the art work around the school was so interesting and creative. You are excellent learners and very keen to do well. You told us you enjoy your lessons and learning and we saw how well you worked in pairs and groups to help one another learn even more. The school helps you to understand what you can do to be healthy and to keep yourselves safe. You certainly enjoy keeping fit and eating the healthy school dinners. You do an enormous amount for others through the jobs you do in school and by raising money for good causes. We were impressed by how well you get on with one another and your willingness to stand up for the rights of others.

Your headteacher has had a big part to play in making the school as good as it is. To achieve the high standard of education, she has been helped by other staff and the governing body. They have worked very well together to help improve your writing. The calculation lessons you have been having have also helped to you to do sums quickly in your head. We agree with the school that it would be a good idea to build on the success of these calculation lessons to give you more opportunities to practise more difficult problems. This would help you to do even better in your maths work. You can do your bit by working hard and coming to school regularly. It was a pleasure to meet you.

Yours sincerely

Gulshan Kayembe

Lead Inspector

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