

La Salette Catholic Primary School

Inspection report

Unique Reference Number	102330
Local Authority	Havering
Inspection number	376696
Inspection dates	9 -10 November 2011
Reporting inspector	David Jones HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Father M Fura
Headteacher	Mrs A Fletcher
Date of previous school inspection	2 October 2006
School address	Dunedin Road Rainham RM13 8SP
Telephone number	01708555554
Fax number	01708521861
Email address	admin@lasalette.havering.sch.uk

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspection team observed 19 lessons taught by nine staff. Meetings were held with the headteacher, nominated staff, members of the governing body and groups of pupils. Inspectors observed the school's work, looked at a wide range of documentation and reviewed 86 questionnaires returned by parents and carers. A total of 110 student and 11 staff questionnaires were evaluated.

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

- Attainment and progress with a particular focus on progress in English and mathematics.
- The improvements secured in attendance in recent years.
- The impact of teaching on learning and progress.

Information about the school

This is an oversubscribed single form entry Catholic primary school, situated in Rainham. The school is supported by the Catholic Diocese of Brentwood. It is smaller than the average primary school. The percentage of pupils known to be eligible for free school meals is half the national average. The percentage of pupils from minority ethnic heritages is twice the national figure, although the proportion of those who speak English as an additional language is half the national average.

The proportion of pupils registered by the school as having special educational needs and/or disabilities is below the national figure as is the proportion with a statement of special educational need.

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?

2

The school's capacity for sustained improvement

1

Main findings

This is a good school. Outcomes for individuals and groups are outstanding as a result of effective teaching and curriculum provision combined with outstanding care, guidance and support.

Attainment for individuals and groups is above the national average and pupils make good progress. Inspectors scrutinised the pupils' work in each year group and found the school's assessment data base to be accurate and up-to-date. Pupils in all year groups are making good progress as a direct result of effective teaching and the pupils' positive attitudes to learning. Overall, all groups of pupils, including those with special educational needs and/or disabilities, are making good progress and some individuals are making exceptional progress.

Teaching is good overall; in the best lessons the use of assessment information to match the task to the pupils' learning needs, combined with very clear guidance, enables pupils to engage with the task and make good progress. Marking and the use of assessment for learning are good and there are examples of outstanding practice but inconsistency remains. The monitoring and evaluation of teaching is good but senior staff have correctly identified that a greater focus on the quality of learning is needed to raise the proportion of outstanding teaching. The range of curriculum opportunities is good and the focus on key skills has helped raise standards. The Early Years Foundation Stage is good; provision is effective and well-managed.

Behaviour is outstanding; this is a reflection of the school's caring ethos and the value placed on positive pupil/staff relationships by the headteacher. No child has been excluded from the school in the last 10 years. Attendance is high, in part as a result of the school's effective engagement with parents and carers. Good partnership working with a range of local schools and the Diocese, as well as a strong connection with the local Catholic Church, has resulted in outstanding community cohesion. Pupils have an excellent awareness of how to stay safe and healthy and their spiritual, moral, social and cultural development is outstanding.

Governance is good with experienced members able to support the senior staff as the 'critical friend'. In the last three years the school's academic performance has risen and is well above average, the premises have been impressively refurbished with support from the local authority and the Diocese of Brentwood, behaviour is outstanding, and attendance has reached exceptionally high levels. The school's

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

capacity to improve is outstanding.

What does the school need to do to improve further?

- In order to pursue excellence:
 - raise the proportion of outstanding teaching by focusing the monitoring and evaluation of teaching in all curriculum areas on the quality of learning
 - use assessment for learning, as modelled by the most effective staff, consistently across the school.

Outcomes for individuals and groups of pupils

1

Attainment on entry is generally just below average and pupils in the Early Years Foundation Stage make good progress. Transition into Key Stage 1 is smooth and pupils continue to make good progress. The results of the 2011 Key Stage 1 teacher assessments confirm the above average outcomes that have been secured for the last four years. Results in the national tests for pupils aged 11 have been significantly above average for the last five years. After listening to pupils in Year 6 read the inspection team found reading to be at, or above, age-related expectations. The pupils' current work clearly indicates the positive impact of good teaching.

All pupils make at least good progress. Pupils who are vulnerable due to their circumstances and those who find learning difficult have benefited from the well-planned intervention support programmes provided. Lesson outcomes are strongest where there is a clear focus on what the pupils are expected to learn and pupils respond very well to this challenge. In an outstanding Year 6 mathematics lesson on two- and three-dimensional shapes, the level of discussion generated by the teacher's imaginative use of origami geometric shapes and excellent questioning, produced high level pupil explanations which would have been notable in a secondary school examination class.

Enjoyment and achievement are good, with strengths evident in individual achievement, enhanced pupil progress, outstanding attendance and behaviour. Inspectors found the pupils and their parents and carers to be very positive on feeling safe and observed excellent relationships between staff and pupils to support this view. A good range of healthy school meals is available and popular with pupils; the range of sporting opportunities available is good. The pupils' contribution to the school and wider community is outstanding with very strong charitable and community programmes and older pupils providing 'buddy' support to the younger pupils. Overall, the range of skills the pupils develop towards their future economic well-being is good.

Pupils have responded very well to a range of spiritual and cultural opportunities. The outstanding moral and social maturity displayed by the pupils during this

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 is a testimony to the school's high expectations and outstanding pastoral care.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is good overall and two outstanding lessons were observed. In effective lessons, tasks were well planned, questioning was skilful and learning was driven forward at a brisk pace by precise instruction. In an outstanding Year 2 numeracy lesson, pupils were learning to handle two- and three-digit numbers; very good use was made of assessment for learning, simple resources and the classroom information and communication technology (ICT) equipment to help all pupils progress. The teacher's consistent pursuit of the best possible responses nurtured the children's thinking; classroom assistants sensitively maintained engagement and guided new learning. Senior staff monitor individual pupils' progress diligently and plan intervention support.

The range of learning opportunities provided by the effective curriculum has had a positive impact on standards because staff expectations are consistent across the subject areas. At the heart of the school's outstanding care, guidance and support provision are high expectations and a determined approach to equality of opportunity.

These are the grades for the quality of provision

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

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

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and her senior team have embedded ambition and driven improvement in outstanding fashion. The headteacher and her deputy have high expectations of the effective classroom practice required. The monitoring and evaluation of teaching and learning by senior staff are accurate and they have correctly identified the need to focus on the quality of learning if the school is to progress further.

Equality of opportunity is promoted well. The governing body is effective, with a clear focus on school improvement and financial stability. Safeguarding procedures meet all requirements and are effective. Links with parents and carers have been the key to the high levels of attendance secured. The school is at the heart of a strong local Catholic community and its charitable work has a global dimension; community cohesion is outstanding.

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	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
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

The school's Early Years Foundation Stage is good. The new accommodation is well

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

used by an effective team so children make good progress. Attainment on entry is just below average and the school does well to enhance the pupils' communication, language and literacy skills. Effective assessment arrangements dovetail well with the Key Stage 1 assessment system and ensure a smooth transition to Year 1.

Lesson planning makes strong links between guided activities and well-structured learning opportunities, so that the pupils' learning is spontaneous, enjoyable and creative. Expectations are high. Good use is made of the space available inside and outside the classroom. The children's oral skills are used effectively to explore phonics (letters and the sounds they make) and discover new vocabulary. Emerging writing skills are nurtured in a variety of contexts. The children behave well and relationships are very positive. Leadership is effective.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

An inspector spoke with many parents and carers at the school gate on the first day of the inspection; all were very positive about the school and commented that their children were happy. Similarly, the responses to the parental questionnaires were consistently positive and the views expressed were echoed by the pupil questionnaires.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at La Salette Catholic 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 inspector received 86 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	58	29	38	2	3	1	1
The school keeps my child safe	50	66	26	34	0	0	0	0
The school informs me about my child’s progress	36	47	37	49	3	4	0	0
My child is making enough progress at this school	40	53	33	43	2	3	1	1
The teaching is good at this school	41	54	35	46	0	0	0	0
The school helps me to support my child’s learning	43	57	32	42	1	1	0	0
The school helps my child to have a healthy lifestyle	42	55	31	41	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)	31	41	38	50	1	1	0	0
The school meets my child’s particular needs	34	45	39	51	3	4	0	1
The school deals effectively with unacceptable behaviour	32	42	34	45	7	9	2	3
The school takes account of my suggestions and concerns	18	24	46	61	7	9	1	2
The school is led and managed effectively	32	42	37	49	3	4	0	0
Overall, I am happy with my child’s experience at this school	39	51	32	42	2	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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 November 2011

Dear Pupils

Inspection of La Salette Primary School, Rainham RM13 8SP

As some of you may remember inspectors visited your school recently and we were very impressed by your behaviour and attendance. The care provided by all of the staff is outstanding and teaching is good. As a result, the standard of your work and the progress you make is good.

It was very good to speak with so many of your parents at the school gate where I heard how much you all enjoy school. Your parents and carers were positive about how close the school and the community are and the close links with the Catholic Church next door.

Mrs Fletcher, the headteacher, has plans to further improve the school by focusing even more on what you learn and how much progress you make. Inspectors thought this was a good idea.

I look forward to hearing about your future success.

Yours sincerely

David Jones
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**