

Rayne Primary and Nursery School

Capel Road, Rayne, Braintree, CM77 6BZ

Inspection dates 12–13 February 2013

| | | | |
|--------------------------------|----------------------|--------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Children make outstanding progress in the Early Years Foundation stage. The progress of other pupils in the school is good.
- Pupils behave well in lessons and around the school. They are polite and well mannered towards each other and other adults.
- Teachers' marking of pupils' work is regular and accurate. They provide pupils with helpful comments on how to improve their work.
- The school promotes spiritual, moral, social and cultural development well. Pupils expressed empathy towards others less fortunate than themselves. They take advantage of opportunities to make a positive difference to the school and the wider community.
- Senior leaders and governors have an accurate picture of the performance of the school. They take decisive actions to tackle aspects of the school that need improving.

It is not yet an outstanding school because

- In some year groups not enough pupils exceed national expectations in English.
- Not all teachers who have responsibilities for aspects of the school's work have fully developed the skills needed to compare pupils' performance with all pupils nationally.
- In some year groups standards in mathematics are not as strong.

Information about this inspection

- The inspectors visited 15 lessons, four of which were jointly observed with the headteacher or other members of the senior team. In addition, the inspectors made a number of short visits to observe one-to-one or small-group teaching.
- Meetings were held with the headteacher and other members of staff, the Chair of Governors, a group of pupils and a representative from the local authority.
- Inspectors took account of 69 responses from the online questionnaire for parents (Parent View) and 15 responses from staff.
- Inspectors listened to individual children reading and visited two assemblies.
- Inspectors observed the children at play, at lunch and at the end of the school day.
- Inspectors looked carefully at a range of documents including the school's record of strengths and weaknesses and its plans for improvement, school policies, records from governors' meetings, behaviour records, checks on teaching and learning, procedures for safeguarding, attendance information and the procedures for setting performance targets for teachers.

Inspection team

Duncan Kamyra, Lead inspector

Additional Inspector

Godfrey Bancroft

Additional Inspector

Heather Housden

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium (additional funding for pupils known to be entitled to free school meals, looked-after children, and pupils with a parent in the armed services) is below average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.
- The school does not make use of alternative provision for any of its pupils off site.
- There are mixed-age classes in Years 1 and 2 and Years 3 and 4. Pupils in Years 5 and 6 are taught in separate classes.

What does the school need to do to improve further?

- Raise standards in mathematics by:
 - giving pupils more chances to practise their mental arithmetic.
 - giving pupils time to discuss and explain the steps they have taken to reach a particular answer.
- Make sure standards in English in all year groups are consistently high by:
 - giving pupils in Years 3 and 4 more chances to use their good speaking and listening skills as a foundation for developing their writing.
 - giving pupils more time to review and extend their own work through discussion.
- Make sure that all teachers with responsibilities for aspects of the school's work have good knowledge about the performance of pupils by:
 - developing their skills to judge how the performance of pupils compares with all pupils nationally and taking measures to close any gaps in attainment.

Inspection judgements

The achievement of pupils is good

- Standards have varied but have remained broadly average. The school's records of pupils' learning over a period of time and the levels of work in pupils' folders across most year groups show that current standards are above average, although in some year groups results in mathematics lag behind. Even so, the current Year 6 pupils are on course to achieve results which improve upon those from 2012.
- Children arrive at the Nursery with skills and knowledge below those expected for their age. They make outstanding progress throughout Nursery and Reception so that they join Year 1 with skills and knowledge in most learning areas that are above average. This is especially true when learning about communication, language and literacy.
- The teaching of the sounds that letters make (phonics) is strong in Year 1. As a result, pupils make good progress in speaking and listening and this provides a firm foundation for the next stage of their learning.
- The work and progress of pupils known to be eligible for the pupil premium match that for the rest of the school in almost all year groups. Where there are differences, the school focuses additional help on those pupils who have not yet reached the standards of their classmates. This work has been effective in closing gaps in the performance of pupils known to be eligible for free school meals and the others.
- Disabled pupils and those who have special educational needs make good progress in line with their peers. This is a result of the high-quality small-group teaching by learning-support assistants who successfully identify areas of work which need to be improved.
- Pupils enjoy reading. Year 6 pupils read in different subjects such as science and religious education. Those who need help with reading receive effective one-to-one tuition. In these sessions, adults ask probing questions to check pupils' understanding of the text. The feedback received from adults helps children to gain confidence in reading books which they find interesting but difficult. As a result of this increasingly focused work, Year 2 pupils are on track to improve upon the reading levels reached in 2012.
- Pupils make good progress in lessons because they are keen to learn and activities are set at the right levels for them. Almost all parents say that their children make good progress throughout the school. As one parent put it, 'My daughter is now thriving in all areas and progressing well with her learning.'

The quality of teaching is good

- The teaching of English and mathematics is mostly good or better. Teachers plan work to engage the pupils and also make sure that it is set at the right level to provide all with a challenge. Pupils show high levels of concentration when taking part in classroom activities. They show determination to complete the tasks successfully.
- For example, in a Year 6 mathematics lesson, where pupils investigated the locations of different shapes on a grid, they were visibly excited at getting to grips with the tasks in hand. When the tasks were completed, they were very keen to tell others about their discoveries.

- In English lessons where learning is not as good as in the best lessons, teachers sometimes lack the confidence to give pupils enough time to discuss their thinking. Sometimes teachers do not build upon pupils' good speaking and listening skills by linking their discussions to writing activities.
- In some year groups levels in mathematics are not as strong. This usually happens when not enough time is given to pupils to practise their mental arithmetic or explain how they arrived at their answers.
- Adults in the classroom know the needs of the pupils they are working closely with and make a valuable contribution to their progress. They are able to offer good quality support which helps pupils to get on well with activities which they would struggle to complete on their own.
- Teachers promote the basic skills of literacy, numeracy and information and communication technology well. This includes the teaching phonics to younger children and enthusing older children to read widely.
- Learning captures the interest and imagination of pupils. Pupils are keen to show what they know to others. In the best examples, teachers use questions to probe pupils' thinking and therefore help them to develop their understanding and increase their knowledge.
- The marking of work in all subjects lets pupils know how well they have done. In most subjects, comments about the next steps in learning are clear. Pupils say that these are helping them to improve their work.

The behaviour and safety of pupils are good

- Pupils behave well in lessons and around the school. They are well mannered, courteous and helpful. Throughout the school there is positive climate for learning which results from the very good relationships between pupils and other adults.
- Instances of bullying are rare as the school has done much to promote positive values. On those few occasions where bullying does occur, pupils say that adults in the school understand their concerns and deal with any incidents with sensitivity. Pupils are able to talk about different forms of bullying including how some people misuse the internet and text messaging.
- Pupils are confident that teachers and other adults will be able to help them deal with any problems which may affect their learning. They appreciate the help given to them by adults in the school.
- Pupils know how to keep themselves safe both in and out school. This view was affirmed by both parents and staff.
- Pupils are sensitive to the needs of others and are well informed about those from other backgrounds and cultures. Pupils showed compassion and good levels of spiritual and cultural awareness when viewing a video which tackled the difficulties some people have when following the customs and practices of their religions.
- Pupils are rightly proud of the work they have done sending parcels of gifts to children in other parts of the world. As one pupil said, 'I wasn't sure, but after watching the video of the girl and

seeing her smile, I felt really proud to have sent the gift box’.

- Pupils are keen to take part in additional activities which help to make the school a better place for all its members. They were involved in discussions about the spending of extra funds to be used for improving facilities in the playground. Pupils displayed high levels of maturity and social awareness when they explained to inspectors how they had carefully researched a number of options before making the decision to purchase ‘play pods’ for other children to use in the playground.
- Attendance is average and almost all pupils arrive on time to school. For the very few pupils who have difficulties attending school regularly, the school gives effective support to the pupils and their families.

The leadership and management are good

- The school’s planning for future improvements is focused on the right priorities and includes targets to judge success that are clear and appropriately demanding.
- Pupils benefit from a range of subjects and additional activities which meet their needs and interests. Their involvement in sport and music makes a valuable contribution to both their academic and personal development. The excellent programme of learning in Nursery and Reception classes means that children enjoy school and learn exceptionally well.
- The headteacher knows the school very well. He has worked very effectively to create an inclusive and caring school where all members, regardless of background, are valued. He is keen on developing leaders at all levels of the school and regularly shows through his actions how all members of the school should relate to one another.
- The headteacher and senior team have successfully tackled the issues raised in the previous inspection report and this includes developing its range of activities for children after school. A parent commented that ‘the school now offers a great mix of free extra activities both during the school day and after school.’
- The leadership and management of teaching are good. The school’s view of its teaching is accurate. Where there are areas for teachers to improve, the school, working closely with the local authority, is usually swift in providing a programme of effective support. Even so, not all teachers who have responsibilities for aspects of the school’s work have fully developed the skills needed to use important information about pupils’ previous learning to compare their performance with all pupils nationally and so close any gaps in performance.
- Almost all staff believe the school is well led and managed. Many make a particular point of saying how much they value high-quality training. They respond well to the guidance and support given by members of the senior team. Parents are equally pleased about the learning of their children in the school.
- Leaders and managers set targets for teachers which directly link to raising achievement and meeting aspects of the ‘Teachers’ Standards’. Pay rises are linked to the quality of teaching.
- Older pupils say that the school prepares them well for secondary school and this was confirmed by the results of the school’s own survey.

■ **The governance of the school:**

- The governing body has had a number of significant changes since the previous inspection. Governors know the school well and this includes the areas for development as well as its strengths. They know about the quality of teaching and are ambitious for the school. Governors have undertaken training to be better informed about the work of the school. For example, they know how well pupils should be doing in comparison to all schools nationally. Their training helps them to ask searching questions of the headteacher and others. They know about the impact of spending such as pupil premium funding and consider carefully any recommendations for salary increases in the light of teachers' performance. The governing body makes sure that the school meets safeguarding requirements.

What inspection judgements mean

| School | | |
|---------|----------------------|--|
| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

| | |
|--------------------------------|--------|
| Unique reference number | 114842 |
| Local authority | Essex |
| Inspection number | 405544 |

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 | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 290 |
| Appropriate authority | The governing body |
| Chair | Richard Whiteside |
| Headteacher | Andy Wright |
| Date of previous school inspection | 9 December 2010 |
| Telephone number | 01376 324959 |
| Fax number | 01376 550713 |
| Email address | admin@rayne.essex.sch.uk |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

