

Rainham Village Primary School and Nursery

Uminster Road South, Rainham, RM13 9AA

Inspection dates 25–26 June 2013

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | 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.

- The headteacher and deputy headteacher have established a culture of high expectations and a positive environment in which pupils achieve well. They lead by example and are well supported by all members of staff.
- Often from low starting points, pupils make good progress in reading, writing and mathematics so that they reach standards that are broadly average by the end of Year 6.
- The school provides good support for disabled pupils, those with special educational needs and those who speak English as an additional language. As a result, these pupils achieve well.
- Most teaching is good with some that is outstanding. Teachers use questioning effectively and build positive relationships with pupils, helping them to do their best.
- Pupils' behaviour in lessons and around the school is consistently good. They are proud of their school and are keen to learn. They enjoy coming to school and feel safe. Attendance has improved and is now above average.
- Families from all backgrounds are respected and hold the school in high regard.
- Governors are fully committed to making sure that the school provides a good quality of education. They know the strengths of the school and what needs to be done to improve it further.

It is not yet an outstanding school because

- There are inconsistencies in the teaching of mathematics, particularly in Year 3 to Year 6, so that the progress that pupils make is not quite as rapid as that in reading and writing.
- Not enough teaching is outstanding because teachers do not sufficiently encourage pupils to extend their own learning and to be independent in lessons.

Information about this inspection

- The inspectors visited 17 lessons, taught by 12 teachers. Seven lessons were observed jointly with either the headteacher or deputy headteacher.
- In addition to the lesson observations, the inspectors made a number of other short visits to classrooms to observe learning.
- Inspectors listened to pupils read, scrutinised their work and attended two assemblies.
- Meetings were held with two groups of pupils, school staff, members of the governing body, and a representative of the local authority.
- A wide range of documentation was looked at, including the school's own self-evaluation, its assessment information and monitoring of pupils' progress, the school's development plan and minutes from meetings of the governing body. School policies, performance management information, and records relating to behaviour, safety and attendance, together with the school's safeguarding procedures, were also evaluated.
- Inspectors took account of the school's own surveys with parents and carers and the views of several parents and carers who spoke to the inspectors during the inspection. There were too few responses to the online questionnaire (Parent View) for inspectors to take account of it.
- Completed questionnaires from 55 staff were considered.

Inspection team

Christine Mayle, Lead inspector

Additional Inspector

Liz Kissane

Additional Inspector

Matthew Klimcke

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school with a nursery.
- The proportion of pupils from minority ethnic groups and who speak English as an additional language is significantly higher than average.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is above 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 for whom the school receives additional funding (the pupil premium) is significantly above average. Pupil premium funding is provided for looked after children, pupils known to be eligible for free school meals and children of service families. There are no children of service families in the school.
- A significant number of pupils join the school at times other than the usual entry year in Nursery.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching so that more is outstanding by ensuring that all teachers:
 - provide more opportunities for pupils to work independently and put forward their own ideas.
- Accelerate pupils' progress in mathematics at Key Stage 2, by ensuring that teachers:
 - plan activities that encourage pupils to practise their mathematical skills in different ways, and across a variety of other subjects
 - provide pupils of all ages with demanding problem-solving activities that make them think really hard.

Inspection judgements

The achievement of pupils is good

- Many children enter the school in the Nursery classes with skills that are well below those expected for their age. They make good progress in the Nursery and Reception classes so that the gap between their attainment and that expected for their age is already closing by the time they enter Year 1. Children quickly settle into routines and get on well together, reflecting good development in their personal and social skills. They achieve well as a result of a wide range of well-resourced activities that engage their curiosity and imagination.
- Throughout the school, pupils from a variety of backgrounds are well motivated and keen to learn. Consequently, they achieve well especially in reading and writing.
- In recent years, pupils have reached standards that are broadly average in reading, writing and mathematics by the end of Year 6. Evidence, from the school's assessment information, the work in pupils' books and from inspectors' lesson observations, shows that the current Year 6 pupils, a number of whom joined the school other than at the usual times, are on track to reach similar standards. Their attainment represents good achievement in relation to their starting points.
- Pupils enjoy reading and are successfully encouraged by the school to read widely for pleasure and at home. The effective teaching of phonics (the links between sounds and letters) is enabling pupils to make good progress lower down the school. Results in the 2013 national phonics check shows the good progress pupils have made in their reading accuracy by the end of Year 1.
- Across all subjects pupils are given opportunities to use their speaking and listening skills and write for different purposes and this enables them to do well in these areas. Pupils take exceptional pride in the presentation of their work.
- Pupils have a positive attitude to mathematics and particularly enjoy lessons where they practice their numeracy skills for everyday situations. In a combined Years 3 and 4 lesson pupils asked to plan a party. They worked in pairs and groups to work out the cost of catering for this event and enjoyed explaining to each other and the inspector how they had calculated the different amounts of food to buy and how much they would need to pay. With skilful questioning and support from the teacher all pupils made good progress. However, the progress that pupils make in mathematics has not been as rapid as that in reading and writing. There are too few opportunities for pupils to develop and apply their mathematical skills across a range of subjects and to tackle challenging mathematical problems.
- Disabled pupils and those who have special educational needs benefit from a programme of well-targeted support through individual support and group work so that they make a similar good rate of progress to other pupils.
- The needs of those pupils who join the school part way through the year or who speak English as an additional language are identified early and skilled adults provide targeted support on a one-to-one or group basis. These pupils make good and, at times, outstanding progress from the time they start at the school.
- Pupils known to be eligible for the pupil premium funding are sensitively supported. The funding has been used effectively to employ additional staff, run booster sessions, out-of-school clubs and visits. As a result, the gap between their achievement and that of other pupils nationally is reducing quickly. In 2012 the pupils in Year 6 supported through this funding were about a year behind their classmates.

The quality of teaching is good

- Teaching in most lessons, and over time, is good with some being outstanding. As they want their pupils to be successful learners, staff have made effective use of external support and training to make their teaching even better.

- In the Nursery and Reception classes, staff have created a welcoming environment that is supportive of learning. They give children purposeful opportunities to explore and investigate, both indoors and outside. Teaching supports children's learning, particularly in communication, language and literacy through adult-led and child-initiated activities. The early teaching of phonics (letters and sounds) is good.
- Most teachers have good subject knowledge, use trained support staff effectively and regularly check that pupils understand what they are doing. They use probing questions to develop pupils' knowledge and understanding. Teachers' enthusiasm results in pupils being keen to learn. They also build very positive and caring relationships with pupils that develop pupils' confidence and self-esteem. These factors have helped raise standards in English and mathematics.
- In the majority of lessons, learning activities are well planned to meet the needs of different groups of pupils and this helps them to make good progress. Teachers set clear learning outcomes so that pupils know what they are expected to achieve. Pupils are interested and want to work hard so that the classrooms are positive places for learning.
- Pupils' books show that work is marked regularly and the school's marking system is helping pupils to understand better what they need to do next in order to improve their work. Pupils are expected to respond to the teachers' written comments and they say this is helping them to learn better.
- The teaching of reading and writing is stronger than the teaching of mathematics across the school, especially in Year 3 to Year 6. Inconsistencies in the teaching of mathematics result in pupils in some year groups not always making as much progress as they should. In some classes, planned activities make the pupils think really hard about the mathematics they are using and why, but this is not the case in all classes. Opportunities are missed for pupils to practise their numeracy skills in other subjects.
- All teachers expect pupils to do their best. In a mixed Year 5 and Year 6 lesson, for example, the teacher showed clearly how a pupil's piece of writing could be improved and drew well on the pupils' own ideas. She asked pupils challenging questions about descriptive words and time connectives. Pupils were then given time to produce an extended piece of writing independently. The pupils made excellent progress. There are, however, too few opportunities in lessons for pupils to use their own initiative and to find out information for themselves.
- Teachers make a successful contribution to pupils' spiritual, moral, social and cultural development through activities such as school assemblies, singing together and in the wide range of activities used to motivate pupils in their learning. For example, bilingual pupils were asked to write a nursery rhyme in their first language and these were used to create a very colourful wall display that the pupils took great pride in.

The behaviour and safety of pupils are good

- An impressive feature of the school is the way all pupils get on well together and support each other. Pupils from a wide variety of backgrounds and cultures, many joining the school at different times throughout the year, settle quickly and make friends.
 - The school provides very good support for the very few pupils who find some aspects of school difficult to manage. The school works in close partnership with parents and carers and staff go out of their way to access support to meet individual needs. As a result, these pupils respond positively and their enjoyment of school improves.
 - Attitudes to learning are positive. Pupils told inspectors that they like coming to school, that they feel safe, with older pupils making reference to how the school has improved over the last two or three years.
 - Pupils' enthusiasm and good behaviour are reflected in the improving attendance rates so that attendance is now above average. Pupils are punctual to lessons. These developments contribute well to the improvements that have been recorded in pupils' achievement.
 - Any reported incidents of bullying based on race, sexual orientation or name-calling are dealt
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with swiftly and appropriately by staff. Pupils have faith and confidence in the staff to deal with these incidents when they arise.

- The school's well-planned personal education programme ensures that all pupils know how to stay safe and lead healthy lives. There are lessons on the sensible use of mobile phones and pupils are provided with detailed information to ensure the safe and beneficial use of the internet.

The leadership and management are good

- The headteacher, ably supported by the deputy headteacher, has created a strong leadership team that shares their passion and drive to improve the quality of teaching and ensure that all pupils make good progress.
- The school has sharpened its tracking of pupils' individual progress so teachers know what they are trying to achieve with pupils and what the next steps in learning for each pupil are. Better checking of pupils' progress, in regular meetings with teachers, has given a clear picture of how well individuals and groups are doing. This information on progress is used well to provide extra help when needed, particularly for those pupils eligible for pupil premium funding or those who are disabled or have special educational needs.
- Leaders and governors have an accurate understanding of the strengths and weaknesses of the school and plans for development are focused on raising pupils' achievements. The school has a strong partnership with the local authority. The local authority provides effective support as identified by the school.
- Teaching and learning are managed well. Staff training is effective and is focused on improving the effectiveness of teaching. The link between performance management, improvement in outcomes for pupils and pay progression is firmly established, so that weaknesses in teaching have been tackled. Staff morale is high.
- Although pupils are provided with a range of subjects and topics which link together, not enough opportunities are being provided for pupils to use and develop their mathematical skills across all subjects. Visits and clubs that the school offers boost achievement and make a positive contribution to the pupils' spiritual, moral, social and cultural development.
- The school's positive and caring ethos means that all religions and differences in pupils' backgrounds are valued and respected. The pupils learn about their own and different faiths, representing the school's place within the centre of a diverse local community. Parents and carers are welcome in the school and say their children are happy and safe.
- All statutory requirements are met regarding safeguarding.

■ **The governance of the school:**

- Governors have a realistic and in-depth knowledge of the school's performance and how it compares to others. They ensure that performance management and salary progression take account of teachers' effectiveness and impact on pupils' progress. Since the last inspection they have undertaken training to ensure that they ask challenging questions of senior leaders and hold them to account for the progress that pupils make. They know what the school needs to do to improve. Governors visit the school regularly, both to evaluate its work and also to provide support for pupils on school visits and, for example, to run cookery classes. Governors are fully involved in the monitoring of the school's finances, including the way that the pupil premium is allocated. They know how this additional funding is spent and the impact it has on the progress of those pupils who are eligible.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 102324 |
| Local authority | Havering |
| Inspection number | 412162 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 428 |
| Appropriate authority | The governing body |
| Chair | Brian Teeley |
| Headteacher | Sandra Carter |
| Date of previous school inspection | 23–24 June 2010 |
| Telephone number | 01708 552482 |
| Fax number | 01708 630025 |
| Email address | admin@rainhamvillage.havering.sch.uk |

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