

# Engayne Primary School

Severn Drive, Upminster, Essex, RM14 1SW

## Inspection dates

12–13 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The new headteacher and other leaders work very well together. They have secured the full support of the staff, who readily take advantage of the high quality training opportunities available. Consequently, the quality of teaching and pupils' achievement are improving at a good rate.
- Teaching is consistently good, with progressively more that is outstanding. Teachers prepare stimulating activities that interest and motivate pupils. This helps them to learn new things, deepen their understanding and develop their skills well.
- In Reception, children are extremely well supported and taught. Consequently, they settle quickly, learn new skills rapidly and are well prepared for Year 1.
- Achievement for all groups of pupils across Key Stages 1 and 2 is consistently good and increasingly more pupils, including the most able, are making rapid progress to reach standards that are well above average.
- Pupils feel extremely safe in school. Their behaviour, attitudes to learning and all aspects of school life are outstanding. They gladly take on responsibilities and participate in the many exciting learning and enrichment activities on offer. As a result, they develop strong spiritual, moral, social and cultural values and are very well prepared for secondary school.
- The parents who responded to the online survey and those who spoke to inspectors are overwhelmingly positive about all aspects of the school's work.

### It is not yet an outstanding school because

- Achievement is not consistently outstanding.
- Some pupils do not always make the most of the detailed written and oral feedback given to them by their teachers. For instance, they do not always correct their work or answer their teachers' questions, designed to make them think hard. This limits how well their work improves.
- There are not enough opportunities for pupils to use and apply their mathematical skills across other subjects.
- Governors do not regularly check how well all pupils across the year groups are progressing in their learning.

## Information about this inspection

- Inspectors observed 29 parts of lessons taught by 26 teachers. They also observed the teaching of phonics (letters and the sounds that they make) and small group support sessions. Some of these observations were carried out jointly with the headteacher.
- Meetings were held with the Chair of the Governing Body and four other governors, staff, a representative of the local authority and groups of pupils.
- Inspectors observed the school’s work and looked at documentation including teachers’ planning, the school’s analysis of its strengths and weaknesses, and resulting development plans, information on pupils’ attainment and progress, records of the monitoring of teaching and governing body meetings, safeguarding documentation and samples of pupils’ work.
- Inspectors listened to pupils read, spoke with them about their learning and behaviour, and reviewed the work in their books.
- Inspectors considered the 87 responses to the online questionnaire (Parent View) and 59 responses to the staff questionnaire. They also spoke informally to parents as they brought and collected their children from school.

## Inspection team

David Radomsky, Lead inspector

Additional Inspector

Fiona Robinson

Additional Inspector

Bimla Thakur

Additional Inspector

Victoria Turner

Additional Inspector

## Full report

### Information about this school

- This school is much larger than the average-sized primary school.
- Most pupils come from White British backgrounds, with the remainder coming from a range of minority ethnic groups.
- The proportion of pupils supported by the pupil premium (additional government funding which in this school supports pupils known to be eligible for free school meals and those looked after by the local authority) is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported through school action plus or with a statement of special educational needs is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school caters for children in the Early Years Foundation Stage in Reception.
- The school is a National Teaching School.
- The school has achieved many accreditations, including recently from NACE (National Association for Able Children in Education).
- Since the previous inspection, one of the deputy headteachers was appointed as headteacher in September 2013.

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

- Raise pupils' achievement to outstanding by:
  - making sure that pupils always improve their work, including spellings of key words, to enhance the quality of their writing and answer their teachers' questions
  - planning more opportunities for pupils to practise their mathematical skills across other subjects
  - ensuring that the governing body regularly checks the progress pupils are making across the year groups so that they can challenge school leaders to address any underperformance.

## Inspection judgements

### The achievement of pupils is good

- Children enter Reception with skills that are below those found typically for their age. They make rapid gains in their learning and personal development so that by the time they start Year 1 the proportion of children leaving Reception with a good level of development is above average.
- In 2013, standards at the end of Key Stage 1 were average in writing and well above average in reading and mathematics. At the end of Year 6, standards are consistently above average and, in 2013, significantly so in mathematics and in the new English grammar, punctuation and spelling tests.
- Since the previous inspection, progress across Key Stage 2 has been variable. In 2012 the proportions making rapid progress in reading, writing and mathematics were below those found nationally. In 2013 there was a marked improvement especially in writing and mathematics. In Years 3 and 4, however, progress in mathematics last year was slow. Pupils' work in lessons and books and the school's own information reflect a continuing trend of faster progress this year.
- The most-able pupils are given suitable challenging work. Consequently, many reach the higher National Curriculum levels at the end of Years 2 and 6. The school's success in meeting the needs for able and gifted pupils was recently recognised through the NACE accreditation.
- In reading, rates of progress are increasing and standards are rising. From the start, children are taught the link between the letters and their sounds and are encouraged to read and talk about books. The school deploys a range of strategies to encourage reading, such as Book Week, reading clubs, visiting authors and running competitions for pupils to read a large number of books at home. Any pupils experiencing difficulties are given additional adult support. Pupils have access to a rich range of literature for reading at school and for taking home. As a result, pupils become confident independent readers and enjoy reading for pleasure.
- Pupils' written work is good, and improving. As they progress through the school, pupils learn how to use complex sentences well and how to adapt their writing style for different purposes.
- In mathematics, leaders identified that some pupils, especially in Years 3 and 4, had gaps in their basic mathematical skills or lacked confidence to tackle more challenging problems. They have successfully focused on closing these gaps and encouraging pupils to persevere diligently with their work. Rates of progress for those pupils are on the rise. In some year groups there are not enough opportunities for pupils to apply their mathematical skills across other subjects. This is a barrier to pupils making consistent accelerated progress across all year groups.
- The progress of disabled pupils and those who have special educational needs, as well as the few from ethnic minority backgrounds, is similar to that of their classmates because they receive good, well-chosen support. This demonstrates the school's strong commitment to ensuring that all pupils have an equal opportunity to succeed.
- Pupils supported by the pupil premium funding have benefited from additional small group tuition and personal development opportunities. In 2013, the attainment of eligible Year 6 pupils was the equivalent of three months ahead of their peers in mathematics, two months below in reading and seven months below in writing. Eligible pupils making expected progress in reading was slightly below other pupils in the school, but higher than similar groups nationally. In writing and mathematics they made faster progress than their classmates.

### The quality of teaching is good

- Teachers have very high expectations of their pupils. As a result, pupils arrive punctually to lessons with all their equipment, get on with their work immediately without any fuss, when asked to, and cooperate extremely well with their classmates.
- In all classrooms there are well chosen displays that celebrate pupils' work and also provide useful learning support such as key vocabulary and mathematical operations. All classrooms have a good range of books available to support learning, such as dictionaries and non-fiction

texts, as well as reading books for pleasure. There is a very positive climate for learning.

- In Reception, teachers and teaching assistants systematically check on the progress of every child and ensure that they provide well-focused activities and resources that interest all children through the day. Adults interact with children well which helps them to think, listen, write, read and do mathematical calculations. Children enjoy pretending to be knights or astronauts, engaging in physical activities, artwork and work with others enthusiastically. Consequently, children learn rapidly and develop their social skills quickly.
- Teachers plan activities that inspire pupils to learn, often by putting them in a context to which they can relate. For example, in an English lesson, pupils wrote an evaluation of the pros and cons of allowing skateboarding in the playground, considering the conflicting points of view of children and adults.
- Across the subjects, teachers plan writing activities that make a strong contribution to developing literacy. For example, in a religious education class, pupils wrote a newspaper report on the crucifixion. Pupils have some opportunities to develop mathematical skills, such as through buying and selling activities and in science. Not all teachers, however, help pupils apply their mathematical skills across different subjects. This slows their progress.
- Teaching assistants make a strong contribution in class and in small groups in supporting the learning of disabled pupils and those who have special educational needs. The most able are also given additional support so that they can reach the highest levels of which they are capable.
- Teachers give pupils crystal-clear guidance on how to improve the quality of their work, as well as challenging questions to help them deepen their thinking. Books show that pupils do not always act upon the advice or respond to the teachers' question given in marking and this restricts how well their work, including their spelling, improves.

### **The behaviour and safety of pupils** are outstanding

- The behaviour of pupils is outstanding. Right from Reception, pupils love coming to school, they wear their uniform with pride and display a great keenness to learn. They care about their environment; so, for instance, they ensure the school is virtually litter free. No gum is to be seen!
- The entire atmosphere in and around the school is one of harmony. Pupils and adults alike work together with a common purpose and respect, so all can learn and thrive.
- Pupils are extremely polite and welcoming. They welcomed opportunities to speak to the inspectors to discuss their work and generously praised their teachers for making learning fun and for the help they willingly give them.
- Pupils' behaviour in lessons is exemplary. Pupils are attentive throughout, responding to instructions without fuss and they help each other to learn. They are ambitious and have a thirst to achieve their best in all subjects. These attitudes make a great contribution to their successful learning. The odd incident of low level disruption is dealt with swiftly before it escalates.
- Pupils relish the many opportunities for taking on responsibilities and serving the community. For example, there are class and school councillors, house captains, play leaders and the 'games crew'. Additionally, pupils produce their own newspaper, the 'Engayne Echo', and every week pupils hold sales to raise money for a variety of charities.
- The school's work to keep pupils safe and secure is outstanding. Pupils and their parents confirm that pupils feel extremely safe in school. Very few incidences of bullying occur and, if they do, pupils are confident that they would be dealt with promptly and effectively. As one pupil put it, 'Within the hour!' Pupils know about the different forms of bullying, including cyber bullying, and they know how to stay safe in and outside of school, including when using the internet.

### **The leadership and management** are good

- The new headteacher, ably assisted by her deputy, is fully supported by all staff in her drive for

excellence in all aspects of the school's work. Morale is exceptionally high.

- Since the start of the year, leaders have been reviewing all aspects of the school's work. They have a very accurate view of the school's strengths and areas for development. For example, they have improved the quality of teaching by ensuring teachers and support staff receive high quality training, by improving the quality of marking, and through the recent introduction of one-to-one discussions between each teacher and pupil. As a result, rates of progress are increasing and achievement is rising. Leaders continue to ensure that pupils' behaviour and attitudes to learning are exemplary.
- Leaders and teachers frequently check on pupils' progress. Any pupil who is falling behind is given additional support so that they can quickly catch up with their classmates.
- Key stage and subject leaders provide high quality ongoing training to teachers and hold them to account for their pupils' progress. As a result, more and more teaching is becoming outstanding. Teachers new to the profession or the school, and those having any difficulties, are given a personalised and detailed support plan that is checked frequently. This helps to ensure that pupils receive consistently good or better teaching.
- The Reception leader and staff work extremely well together. Joint planning ensures that all children thrive in a happy, purposeful and stimulating environment. Parents are well supported in helping their children to learn. They are encouraged to get involved in their children's activities. For example, parents were recently invited to come in and work with the children in building a class spaceship. Competition between the three Reception classes was fierce!
- Leaders and teachers benefit from the extensive opportunities they have to work with colleagues at partner schools. As a National Teaching School, leaders work closely with universities and other schools to train entrants into teaching and to support other teachers' development.
- The school has used some of the new funding to support sport and physical development by joining the Havering Sports Collective. This has broadened pupils' opportunities to participate in a wide range of sporting activities and competitions. Members of the collective are also training some Year 5 pupils, the 'games crew', to organise sporting activities for other pupils in the school. New clubs have been introduced such as fencing. Ballet and dance clubs will start in the summer. The school has its own swimming pool and every pupil swims once a week. The school checks participation and ensures every pupil attends at least one sporting activity a week. This ensures all pupils' better physical well-being.
- The curriculum makes learning engaging and fun. It encourages pupils to develop excellent attitudes to learning, behaviour and safety. The broad range of enrichment activities includes music, art, drama and film clubs, as well as educational visits. These opportunities contribute extremely well to students' spiritual, moral, social and cultural development.
- The local authority provides good support for school leaders, including the governing body.
- **The governance of the school:**
  - Governors strive to ensure that all pupils and staff reach their potential. They carry out their statutory responsibilities, such as ensuring that safeguarding procedures meet government requirements, with diligence. They are well informed about the school's work through the headteacher's and other leaders' detailed reports. Finances are well managed. For example, governors consider how pupil premium money is being spent and how it supports eligible pupils. Governors are aware of the quality of teaching. They are involved in decisions as to whether teachers should be rewarded with salary increments, and they set and review targets for the headteacher. Governors are broadly aware of how well pupils achieve at the end of key stages, but do not consider detailed information on pupil performance across the school regularly enough to be able to challenge leaders to improve any areas of identified underperformance.

## 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

<b>Unique reference number</b>	132766
<b>Local authority</b>	Havering
<b>Inspection number</b>	441081

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	626
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Denise Whalley
<b>Headteacher</b>	Sara Sankey
<b>Date of previous school inspection</b>	9 May 2011
<b>Telephone number</b>	01708 223492
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