

Inspection of Rise Park Junior School

Annan Way, Rise Park, Romford, Essex RM1 4UD

Inspection dates: 16 and 17 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils enjoy coming to this school. Pupils said that the school's 'Learning Powers' really help them to focus and learn well in their lessons. Leaders work hard to ensure that pupils attend school regularly.

Pupils are happy and safe. Incidents of poor behaviour or bullying are rare, and pupils know that staff will swiftly resolve any concerns that they raise. Nevertheless, in the playground, there are times when pupils do not follow leaders' expectations for behaviour. Leaders are doing the right things to improve behaviour further and ensure that everyone feels fully included at breaktime. Some pupils take on the role of 'play leaders', helping to support others in the playground. For example, they lead games for their peers and help with friendships. The newly opened multi-use games area provides pupils with space to enjoy a range of outdoor activities.

Across a range of subjects, pupils learn successfully. Leaders have ensured that reading is prioritised. Pupils read a wide range of texts, which have been carefully selected. Leaders organise a range of special events, such as a recent visit from an author, with the aim of increasing pupils' enthusiasm about reading.

Most parents and carers are positive about the school's work and the education that their children receive.

What does the school do well and what does it need to do better?

Governors and leaders, including those from the academy trust, have an ambitious vision for what pupils should achieve. Leaders have worked hard to develop a well-structured and coherent curriculum. In most subjects, leaders have set out what pupils should learn. The steps that pupils need to take to develop their understanding and achieve the long-term curriculum goals have been clearly defined. However, in some subjects, leaders are focusing more on the end product without being clear about the steps in learning that pupils will need to get there. For example, in art, leaders expect Year 5 pupils to create artwork in the style of the artist Andy Warhol. However, leaders have not considered carefully the different pieces of knowledge that pupils need to successfully create this picture. Leaders have recognised where the curriculum needs refining and have begun to do this.

Leaders have prioritised reading. Pupils who find reading difficult are supported with regular extra sessions. These focus sharply on addressing any gaps in their phonics knowledge. Books and other resources are closely matched to the sounds that pupils have learned. This helps them to remember and practise these sounds with increasing confidence and accuracy. Pupils learn about a wide range of different writing styles. Pupils explained how this is helping them to broaden their understanding of the world around them, including different cultures.

Pupils with special educational needs and/or disabilities (SEND) are supported well in class. Teachers think carefully about how to help these pupils to learn well. They focus on ensuring that pupils with SEND develop their knowledge towards the same aims as the rest of the class, through well-targeted additional support or guidance.

Staff use a range of suitable assessments to check that pupils are learning important knowledge. In subjects such as reading and mathematics, this is working well. Staff identify where there are gaps in pupils' understanding and address them. In other subjects, such as art and history, checks on what pupils have understood and remember are not used as consistently. This can result in pupils developing gaps in their understanding.

Pupils' personal development is well catered for. They are taught to be very respectful of how each of them is different. In religious education, for example, pupils learn about the similarities and differences between the major world religions through themes such as 'pilgrimage'. Pupils' physical health is promoted. All pupils have opportunities to learn how to swim in the school swimming pool. Staff also ensure that all pupils learn to ride a bicycle, giving those who are already proficient opportunities to play 'bike polo'.

Staff expect all pupils to behave well. There are clear routines and rules that support pupils' behaviour. Pupils understand teachers' expectations. They especially enjoy receiving points for good behaviour. This information is shared regularly with parents. However, some pupils said that behaviour in the playground is not always inclusive. For example, some pupils said that not everyone is able to join in with football matches when they want to. A small number of parents raised concerns about how they are kept informed about pupils' behaviour. Leaders have plans in place to address this. They are working to make sure that everyone feels happy and able to join in.

Staff, including those who are new to the profession, feel that leaders consider their workload. Staff were consulted on changes to how pupils' work is marked, for example.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive up-to-date safeguarding training, including on e-safety and extremism. Staff with designated responsibility for safeguarding work with external professionals to make sure that pupils get the help they need promptly. Leaders monitor pupils' absences closely to ensure that they know where pupils are and that they are safe.

Leaders make sure that safeguarding has a high priority. The relevant recruitment checks are carried out on staff before they start to work at the school. Staff know pupils and their families very well. They are vigilant and they know what to do if they have concerns about a pupil's welfare or safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In subjects other than reading and mathematics, teachers do not routinely check what pupils have learned and remembered. This means that there are times when there are gaps in pupils' knowledge and pupils are not building on what they have previously learned. Leaders should ensure that staff check what pupils know and remember across the different subjects.
- In a few subjects, leaders have not considered the component knowledge that pupils need to have acquired in order to reach the end points in each unit of work or topic. This hinders how well pupils develop their knowledge securely over time. Where this is the case, leaders should identify the building blocks of knowledge that pupils need to learn.
- Pupils' behaviour in the playground is, at times, not as positive as it is in class. At times, some pupils feel that they cannot take part in activities or join games. Leaders have begun to review how the school's behaviour policy is being implemented. They should ensure that it is being consistently applied at all times of the school day.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141173
Local authority	Havering
Inspection number	10242023
Type of school	Junior
School category	Academy sponsor-led
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	354
Appropriate authority	Board of trustees
Chair of governing body	Samantha D'Ath
Executive Headteacher	Carolyn Fox
Website	www.risepark-jun.havering.sch.uk
Date of previous inspection	23 and 24 May 2017, under section 5 of the Education Act 2005

Information about this school

- Rise Park Junior School joined the Success For All Educational Trust (SFAET) in September 2021.
- Leaders do not use any alternative provision.
- Leaders work closely with the neighbouring infant school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the executive headteacher, head of school and members of staff. Inspectors also met with members of the academy trust and the local governing body. Inspectors also spoke with a representative from the local authority.

- Inspectors did deep dives in these subjects: reading, mathematics, history, science, and art and design. For each of these subjects, inspectors discussed the curriculum with subject leaders, visited lessons, spoke with staff and pupils and looked at samples of pupils' work. Inspectors also considered the curriculum for other subjects.
- Inspectors spoke with parents and considered the responses to Ofsted Parent View, Ofsted's online survey, including the free-text responses.
- Inspectors spoke with pupils and staff about the school's work to keep pupils safe. Inspectors also considered safeguarding records and documentation, including the school's single central record of staff suitability checks.

Inspection team

Adam Vincent, lead inspector	His Majesty's Inspector
Alison Martin	Ofsted Inspector
Ellie Whilby	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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