

Inspection of a good school: Rush Green Primary School

Dagenham Road, Rush Green, Romford, Essex RM7 0RL

Inspection dates:

5 and 6 March 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

The school creed 'many hands build a house so many hearts build a school' is lived out by the pupils and staff in this vibrant and lively school. Pupils especially enjoy visiting the school farm because it fosters their understanding of social responsibilities. For instance, they actively engage in caring for the animals, gathering eggs, and feeding the chickens and ducks. This hands-on experience instils important values such as empathy, teamwork, and stewardship of the environment.

Pupils are happy and kept safe. They trust adults to help them if they have any concerns. Any issues are dealt with quickly. Pupils are kind, considerate and show respect to others. Pupils thoroughly enjoy attending school. Bullying is rare. This is because leaders have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND).

The school's ethos is deeply rooted in British values, promoting wider development opportunities while upholding the school's core values of courage, determination, endeavour and honour. Behaviour is exemplary. As such, pupils learn and achieve well. This means they are ready for the next stage of education. Visits to places of interest, for instance the Gowaha Mosque and the Tower of London, broaden pupils' experiences. They learn about different cultures, historical events, and architecture, enriching their understanding of the world beyond their classroom.

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

The curriculum is rich and ambitious. It matches, and in some cases exceeds, what is expected nationally. Leaders have identified the key knowledge and skills they want pupils to learn. These have been sequenced carefully to ensure that pupils develop and deepen their understanding and build on what they already know and remember. For example, in

computing, younger pupils learn to code backdrops in a continuous loop. Older pupils build on this knowledge by creating vector graphics in order to design their own computer games. Similarly, in mathematics, children in early years learn about 'more than' and 'less than', developing an understanding of the relationship between consecutive numbers. Older pupils show increasing confidence in using place value and number facts to solve word problems.

Pupils with SEND are accurately identified and access the same ambitious curriculum as their peers, wherever this is possible. Leaders work closely with the local authority and specialist organisations to secure appropriate support and guidance. A few pupils access some of their learning in the 'sunflower' or 'blue' room, which serve as a specialised resource base for pupils with more complex needs. They learn in a way that effectively supports their development both socially and academically. This means, over time pupils with SEND achieve well from their starting points.

Teachers demonstrate strong subject knowledge and expertise. They typically check for misconceptions, which are promptly addressed through immediate, clear, and concise feedback. Pupils who fall behind are swiftly identified. They receive targeted support so that they catch up quickly. Pupils have extremely positive attitudes towards learning. They attentively listen to adults and collaborate respectfully with their peers. Consequently, learning is not disrupted.

Leaders are determined to ensure that every child is a confident and fluent reader. Children are introduced to environmental sounds as soon as they enter Nursery. Older pupils draw successfully on this knowledge when segmenting and blending phonics. Books are closely matched to the sounds pupils know. Pupils read a wide range of books, for example myths, legends and traditional stories, and books from other cultures. Pupils are encouraged to choose some of the books they study. This further ensures that books are diverse and representative of the pupils and the wider community. A love of reading is widely promoted. Pupils enjoy participating in events like 'stories before bedtime', where at the end of the school day pupils return to school dressed in their pyjamas. Teachers then read them a bedtime story while they sip on hot chocolate.

Leaders provide many opportunities for pupils' wider development. For example, they encourage pupils' participation in extracurricular sports. Inspirational speakers such as Jeanette Kwakye, Victoria Ohuruogu and George Perkins to share their stories of sporting success and impart their expertise and life experiences to pupils. This motivates and challenges pupils to take up a wide variety of sports.

Governors offer effective support and challenge. Staff appreciate leaders' support for their well-being and professional development. They are rightly proud and dedicated to their work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in July 2014.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101212
Local authority	Barking and Dagenham
Inspection number	10313881
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	842
Appropriate authority	The governing body
Chair of governing body	David Hodge
Headteacher	Simon Abeledo
Website	www.rushgreenprimary.org.uk
Date of previous inspection	15 November 2018, under section 8 of the Education Act 2005

Information about this school

- The school runs a breakfast and after-school club.
- The school does not make use of any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher and members of the senior leadership team.
- Inspectors spoke with a representative from the local authority, and met with three members of the governing body, including the chair of governors.
- Inspectors carried out deep dives in early reading, mathematics and computing. For each deep dive, inspectors held discussions about the curriculum, visited lessons, spoke

with teachers, spoke with pupils about their learning and looked at samples of their work.

- Inspectors looked at a range of documents, including leaders' priorities for improvement and records of pupils' attendance.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of pupils, parents and staff were considered through discussions and their responses to Ofsted's surveys.

Inspection team

Dawn Titus, lead inspector

Ofsted Inspector

David Bryant

Ofsted Inspector

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