



Rayleigh Primary School

Inspection report

Unique Reference Number 115063
LEA Essex

Inspection number 274775
Inspection dates 3 – 4 May 2005
Reporting inspector Ian Nelson

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Primary	School address	Love Lane
School category	Community		Rayleigh
Age range of pupils	4 - 11		Essex
			SS6 7DD
Gender of pupils	Mixed	Telephone number	01268 775712
Number on roll	450	Fax number	01268 770190
Appropriate authority	The governing body	Chair of governors	Ken Merchant
Date of previous inspection	27 September 1999	Headteacher	Peter Malcolm

Age group	Published	Reference no.
4 - 11	May 2005	274775

© Crown copyright 2005

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, 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.

Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of the Rayleigh Primary School and of the local education authority.

The inspection was carried out by three additional inspectors.

Description of the school

This is a large primary school in Rayleigh in Essex. Most of the pupils are of White British descent. There are small numbers of Asian, Chinese, Black British and mixed heritage pupils. English is not the home language of a small number of pupils though all are fluent in English. The number of pupils eligible for free school meals is below average. The number of pupils with special educational needs is well below average. These pupils have moderate learning or social and behavioural needs.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

This is a highly effective school where every child matters. It provides excellent value for money. The school views itself as good but has been slightly modest in recognising its achievements. It has improved well since its last inspection and has successfully tackled the key improvements it was required to address. The parents and pupils think the school is excellent.

Pupils reach very high standards in English, mathematics and science by the time they leave. They make excellent progress in their learning and personal development because teaching is very good overall and much of it is outstanding. Teachers provide a wide and varied range of activities to help pupils learn and ensure that they thoroughly enjoy their lessons.

The school has created an atmosphere where everyone feels exceptionally well cared for and valued, and fully involved in school matters. Staff, pupils and the great majority of parents feel that their views are listened to and acted upon.

Leadership and management are outstanding. The school is very well placed to continue its improvement. It has very effective links with other schools and organisations and uses these to benefit pupils' learning and personal development.

The provision for children in nursery and reception is outstanding and ensures that they settle quickly into school routines and achieve high standards.

Grade: 1

What the school should do to improve further

Focus on:

- continuing to improve standards of writing, particularly among boys
- continuing to raise the quality of all teaching to the level of the best.

Achievement and standards

By the age of eleven pupils reach very high standards in English, mathematics and science. They do much better in all three subjects than pupils in similar schools. By the age of seven pupils reach very high standards in reading and mathematics and high standards in writing. Seven year old pupils do better than those in similar schools in reading and mathematics; in writing, they reach

the same standards as those in similar schools. Standards are rising faster than those in other schools for pupils aged both seven and eleven, despite a dip in standards in 2003 at seven.

Pupils make outstanding progress overall. They start school with skills that are better than most children of their age and their achievement is excellent in the nursery and reception classes. They are very well prepared for entering Year 1. In the rest of the school the pupils enjoy their lessons, work hard and continue to do exceptionally well at meeting the challenging targets teachers set them. The school has worked hard to improve the quality of writing to good effect and should continue to do so.

Pupils with special educational needs, and those for whom English is not their home language, make good progress because their teachers know what they need to learn and plan well for them to do so.

Grade: 1

Personal development and well-being

Pupils' personal development and well-being are outstanding. Behaviour is never less than satisfactory and often exemplary. Pupils' attitudes are very positive – they enjoy coming to school, want to succeed and take pride in their work and their school. Some younger pupils, especially boys, are easily distracted, but by the time they reach Year 6, they are mature and hard working.

Pupils develop confidence and independence as they grow, learning research skills, taking responsibility for their learning and having a voice in the running of the school. Pupils with special educational needs, and those whose home language is not English, make good progress, because the school includes them fully in all aspects of school life and plans very effectively to meet their individual needs.

Attendance is satisfactory and improving as the school takes a firm line against family holidays taken in term time, which is one of the main reasons for absence. Almost all children are punctual to school and to lessons.

The spiritual, moral, social, cultural and physical development of pupils is good. Moral and social issues are taught very well. Cultural development has some great strengths, and adequate emphasis is placed on cultural diversity. There is

good spiritual development in all subjects. Pupils learn to be safe, economically aware and healthy. Every child is regarded as precious and taught to recognise their worth as individuals.

Grade 1

Quality of provision

Teaching and learning

The quality of teaching is very good overall and much is outstanding. Some lessons lack flair but teaching is never less than satisfactory. Lessons are very well planned and pupils clearly enjoy them. As a result they generally make outstanding progress. Use of well focused assessment and clear targets for learning help pupils to understand how well they are doing and how they can improve. Teachers' marking in pupils' books also helps them in this respect, although there are some examples where marking does not follow the school's agreed style. Teachers have very high expectations that pupils will succeed and this contributes strongly to pupils' high self esteem and their very positive attitudes towards learning.

Teachers challenge pupils of all abilities very effectively through their expert use of questioning. They expect pupils to respond in full sentences; plenty of time is given for pupils to compose their thoughts and this encourages them to try. Pupils are encouraged to work together in pairs or small groups so that speaking and listening skills are used fully when sharing ideas or opinions. Teachers show great respect towards pupils and value what they have to say highly.

Teaching assistants are used very effectively to support pupils' learning, either in classrooms or in small groups withdrawn for extra help.

Grade: 2

Curriculum and other activities

The work the pupils are given is outstanding, not only in its range and richness, but also in the thought, and the knowledge of how children's learning skills develop, that underpin it. Pupils' literacy and numeracy skills are enhanced

through links with work in other subjects like history and geography, which also creates more time for those areas. The use of specialist instructors in ICT, music and drama is a very effective and efficient use of resources.

Recognition of diversity and a commitment to the individual are at the heart of the school's work. Pupils with special educational needs, the gifted and talented and those for whom English is not their home language, are provided for well and so make good progress.

There is an excellent range of clubs, including a web site on which pupils can publish their stories, and the many trips make learning real and enjoyable to pupils. Personal, social, health and citizenship education helps to ensure pupils understand the importance of staying safe and being healthy, and prepares them very well to make effective contributions to the community.

Grade 1

Care, guidance and support

The care of pupils is outstanding. The school has exceptional systems to inform pupils about how well they are doing and how they can improve. Parents and carers are overwhelmingly happy with the care and guidance their children receive. They have regular opportunities to meet teachers to discuss their children's progress and receive regular reports on how well their children are performing. Parents of pupils in specific groups are kept fully informed of their children's progress.

The school has very good procedures for ensuring the safety and well being of all its pupils. Child protection and health and safety procedures are very clear and up to date. Appropriate training has been provided and staff know what actions are to be taken and by whom. Procedures for coping with accidents and illnesses are very good. All school staff are aware of vulnerable pupils. As a result pupils feel safe and parents can be reassured that their children are in a secure environment.

The level of care pupils show towards each other is exceptional. This is seen in the playground where older pupils play with younger ones who are lonely, or where they have 'fallen out' with their friends. Pupils in Year 6 grow in responsibility by spending lunchtimes in the nursery either playing with or working with children.

Grade: 1

Leadership and management

Leadership and management are outstanding at all levels throughout the school. The head gives a clear sense of direction and purpose to the school and has created an atmosphere where everyone in the school feels valued, cared for and respected. Consequently, pupils, staff and the great majority of parents feel able to contribute to discussions on school issues, knowing that their views matter. The very strong focus on staff knowing pupils exceptionally well as individuals ensures that they are all treated equally and fairly and make excellent progress in their learning and personal development.

The school has excellent systems for checking how well it is doing and identifying where it could do better. Consequently, senior staff know where teaching is exemplary and where it is less strong. The headteacher has appointed some exceptionally able staff who ensure that all pupils, including those with special educational needs, are given work at a level that challenges them and ensures outstanding progress for most.

Everyone with a leadership role knows exactly what is expected of them and responds exceptionally well to the demands made of them. The work of governors is outstanding and they are fully involved in helping the school to continually improve its work. They have a very clear understanding of how to allocate resources to the issues that matter and they ensure that the school provides excellent value for money.

Staff make an excellent job of making a difficult building an exciting and interesting place for the pupils to learn. There are good levels of teaching and support staff who work very well together for the good of the pupils.

Grade: 1

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about HMI-led Ofsted inspections', which is available from Ofsted's website: www.ofsted.gov.uk.

INSPECTION JUDGEMENTS

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16-19
---	-----------------------	--------------

OVERALL EFFECTIVENESS

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	*1	*
How well does the school work in partnership with others to promote learners' well-being?	1	
The quality and standards in the Foundation Stage	*1	
The effectiveness of the school's self-evaluation	1	
The capacity to make any necessary improvements	Y	Y/N
Effective steps have been taken to promote improvement since the last inspection	Y	Y/N

ACHIEVEMENT AND STANDARDS

How well do learners achieve?	*1	
The <i>standards</i> reached by learners	1	
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	1	
How well learners with learning difficulties and disabilities make progress	2	

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?	*1	
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	1	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community.	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	*2	
How well do the curriculum and other activities meet the range of needs and interests of learners?	*1	
How well are learners cared for, guided and supported?	*1	
How well does the provision promote the well-being of learners?	*1	

LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting all learners?	*1	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	1	
The adequacy and suitability of staff to ensure that learners are protected	Y	Y/N

The extent to which schools enable learners to be healthy	Yes/No/NA
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are taught about sexual health risks	N/A
Learners are encouraged and enabled to eat and drink healthily	Yes
The extent to which providers ensure that learners stay safe.	Yes/No/NA
Procedures for Child Protection meet the requirements of <i>Working Together to Safeguard Children</i>	Yes
Learners are taught about key risks and how to deal with them	Yes
How well learners enjoy and achieve	Yes/No/NA
Support is given to learners with poor behaviour and attendance	Yes
Learners' personal and academic development are monitored	Yes
The extent to which learners make a positive contribution	Yes/No/NA
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, are consulted when key decisions affecting them have to be made and their views are listened to	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
The extent to which schools enable learners to achieve economic well-being	Yes/No/NA
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop their enterprise and financial skills, and work in teams	Yes
Education and training for all learners in 14-19 is co-ordinated to give experience of work based learning	N/A

Alexandra House T 0207 421 6800
33 Kingsway F 0207 421 6707
London WC2B 6SE www.ofsted.gov.uk



Rayleigh Primary School
Love Lane
Rayleigh
Essex
SS6 7DD

5 May 2005

Dear Children

Following our visit to inspect your school we would like to thank you for making us so welcome, and to tell you our findings.

We think that you are very lucky to go to such an excellent school. Your head teacher has appointed some splendid teachers who are dedicated to helping you learn and develop as well as you can. They prepare interesting and exciting lessons for you to make sure that you enjoy learning. This helps to make sure that you work hard and do your best, although a few younger boys do not pay enough attention in all their lessons. Your hard work and excellent behaviour mean that you make great progress in your learning and reach very high standards in the tests you take in Year 6.

The teachers take great care of you and encourage you to take care of yourselves and of each other. We were very impressed by the way older children helped to look after younger ones in the nursery and in the playground. We think your school council does a very good job of explaining children's views to your teachers.

Because you go to such an outstanding school there is very little that we could find that the school should be doing better. We think that the teachers have done a lot to help you to make your writing better and that they should keep on doing that so it gets better still. You benefit from some outstanding teaching at your school and we think the head teacher should continue to do everything he can to make sure all lessons are as interesting and exciting as the best.

Ian Nelson
Lead Inspector