



La Salette Catholic Primary School

Inspection Report

Unique Reference Number 102330
Local Authority Havering
Inspection number 276698
Inspection date 2 October 2006
Reporting inspector Nick Butt

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

Type of school	Primary	School address	Dunedin Road
School category	Voluntary aided		Rainham
Age range of pupils	4-11		RM13 8SP
Gender of pupils	Mixed	Telephone number	01708 555554
Number on roll (school)	221	Fax number	01708 521861
Appropriate authority	The governing body	Chair	Father M Fura
		Headteacher	Mrs G Allcorn
Date of previous school inspection	17 January 2000		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a smaller than average school serving a mixed residential area. Few pupils are eligible for free school meals. The proportion of pupils with learning difficulties is below average. About four out of five pupils are of White British origin. The largest minority ethnic group is Black African. The school has an award for teaching basic skills. At the time of the inspection the newly appointed deputy was acting headteacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a successful school that provides a good quality of education with outstanding features. A parent perceptively summed it up as, 'very supportive, caring and well organised'. It places the needs of the child at the centre of all it does, with a strong ethos based on Christian values. There is a committed and dedicated staff team, and effective systems in place that ensure the smooth running of the school. In national tests, the proportion of pupils reaching the expected standard is consistently significantly above average, although in 2006 in writing no pupil attained the higher level either in Year 2 or in Year 6. Nevertheless, achievement is good.

Teaching and learning are good. Teachers make lessons interesting and fun and this means pupils are enthusiastic and keen to learn. They plan well for the needs of the majority of pupils, but do not always provide sufficient challenge for the most able pupils in writing. As a result, while most pupils make good or very good progress, in writing in particular the more able pupils do not attain the higher levels. The curriculum contributes well to pupils' outstanding personal development and well being, encouraging them to cooperate together and to listen attentively to one another's views. One child commented, 'our school is great because we have a golden rule - respect' and this is very evident in the exceptionally good relationships between staff and pupils, and among the pupils themselves.

The school provides a very high level of care for all its pupils, so that they feel safe and secure and happy to go to an adult with a problem. A child said, 'we have a lot of friendly people here'. They display high levels of self-confidence and are very well equipped in basic skills, which serve them well as they move on to secondary school. The parish plays an important role in the life of the school, and pupils contribute in an outstanding way to their local community, for example in singing carols to the elderly, and regularly participating in services at the nearby church. They thoroughly enjoy school, and this is reflected in their good achievement, as they apply themselves with gusto to their work.

The leadership and management of the school are good, and have had a positive impact in lifting the performance of those pupils who do not tend to do as well as their peers. There is a consistency of approach among staff, and effective procedures are in place to review the work of the school. Parents are very supportive of all that the school provides. One called the school, 'home from home'. The children in the Foundation Stage are well taught and make good progress in their Reception year, even though the accommodation is less than ideal.

What the school should do to improve further

- Raise standards in writing by ensuring the more able pupils are consistently challenged.

Achievement and standards

Grade: 2

Test results and pupils' work show that standards are significantly above average and have been maintained at this level over several years. Children enter the school with a wide range of abilities, but their social skills in particular are below average. Because of the school's very high levels of care and the way it promotes pupils' outstanding personal development, these children come on in leaps and bounds and settle in very quickly. Achievement is good. There is good support for pupils with learning difficulties, and they make good progress. The effective teaching benefits pupils of average or slightly lower ability very well, and most meet or exceed their targets. While more able pupils perform well in mathematics and science, they are not consistently challenged to attain the higher levels in writing.

Personal development and well-being

Grade: 1

Pupils' outstanding spiritual, social, moral and cultural development means that they have great respect for one another and for their community. Their behaviour is excellent. Attendance is above average, which reflects pupils' huge enjoyment of school. One pupil said, 'they let us learn in an interesting way so we take it in more'. This is demonstrated in their very positive attitudes to learning, and willingness to take a full part in lessons, especially in sharing their work with their classmates. The school council is justifiably proud of their involvement in improving school meals and in updating the playground with new markings. Pupils take regular exercise and enjoy participating in a good range of sports clubs. They contribute splendidly to their own school community as well as further afield. One parent wrote, 'The older children welcome new children and have no hesitation with playing with them in the playground'. Because of their high levels of confidence and academic success, pupils develop a love of learning which prepares them very well for the future.

Quality of provision

Teaching and learning

Grade: 2

Pupils learn well because teachers are clear about the aims of a lesson and explain them in interesting ways. Very good relationships mean that learning is fun, and teachers have generally high expectations of what pupils can do. In a poetry lesson, for example, the teacher's good subject knowledge meant that pupils received helpful feedback about their ideas, and were able to improve their work. One child described the moon as 'a white lily pad floating on the river'. Teachers ask searching questions of pupils and make good use of the ends of lessons to summarise what they have been learning. Not enough use is made of the class computers to support the pupils' learning.

In writing lessons in particular all pupils tend to do the same work. While this benefits the majority of pupils, it is sometimes not demanding enough for the more able.

Curriculum and other activities

Grade: 2

There is a good broad and balanced curriculum that is relevant and interests pupils. Some links are made across subjects, although not so many through information and communication technology (ICT). This was not helped by a burglary during the summer holiday, which left the school without its data projectors. Children in the Foundation Stage enjoy a variety of well selected activities to develop their skills, despite accommodation that is split across the school site. Strong links with the church enhance the curriculum. The school has recently invested in culturally relevant reading schemes, but other books in classrooms are now out of date and not representative of pupils' multicultural diversity. There is a good range of enrichment activities, which contribute well to pupils' personal development. The older pupils enjoy residential visits, and many visitors come to talk to the pupils about life outside of school.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. One child summed it up when he said, 'It's a nice small school and you know everyone and it's a big family'. Consequently, pupils flourish, especially in their personal development and well being. Child protection procedures are fully up to date and closed circuit television has recently been installed to combat burglaries. Pupils are very well supported in their academic progress. They know their targets, and these are shared with parents every term both in meetings and in a useful book that goes home. Pupils with learning difficulties are well supported, and parents are fully involved in discussing their progress. A robust system of measuring how well pupils are doing identifies quickly those who may be at risk of falling behind so that something can be done to support them.

Leadership and management

Grade: 2

Despite recent changes in senior leadership, the strong staff team gives the school stability and consistency, which is why the quality of provision is good, and pupils achieve well. All staff make excellent role models for pupils especially in showing respect, which is reflected in the outstanding attitudes and behaviour seen throughout the school. Even though the headteacher was away during the inspection, her very positive influence is apparent in the high expectations of staff and the caring ethos of the school. The acting headteacher is providing confident leadership, and new subject leaders are getting to grips with their responsibilities well. The school benefits from a supportive and active governing body. At present much of the work is done at termly meetings of the full governing body. While there is a finance committee, matters relating to the curriculum and buildings are not dealt with in committees, and this

means a lot of extra work for the full governing body. The school has a realistic view of its performance and is in no way complacent. The new leadership team is well placed to continue building on the school's many achievements.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
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
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
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 the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making me so welcome when I visited your school. I was very impressed with your excellent behaviour and enjoyed talking to you.

The school is good and successful, especially in making sure you reach high standards in your work. You have a golden rule - respect - and this is very clear in the way you treat one another, and in the very good relationships you enjoy with adults. You feel safe and know there is always someone you can go to if you have a problem. The teaching is good, and you enjoy your lessons. You make good progress and work hard. The school is well led, and all the staff work very well together to make sure you get a good education. They care for you exceptionally well, and there is a real family atmosphere in your school.

I believe that those of you who find writing easy could be given harder work to do so that you meet your targets. I know you already discuss your progress with your teachers, and you might like to think about ways that you would like to develop your writing.

Thank you once again for your help during my visit. I know your school is going to go from strength to strength.

With best wishes,

Yours sincerely,

Mr. N. Butt, Lead Inspector