

Rainham Village Primary School

Inspection report

Unique Reference Number	102324
Local Authority	Havering
Inspection number	286338
Inspection dates	3–4 July 2007
Reporting inspector	Adrian Lyons HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	364
Appropriate authority	The governing body
Chair	Mr P Allen
Headteacher	Mrs S Carter
Date of previous school inspection	17 September 2001
School address	Upminster Road South Rainham RM13 9AA
Telephone number	01708 552482
Fax number	01708 630025

Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

This is a larger than average primary school in an outer London borough very close to the Essex border. It serves a mixed area containing pockets of social deprivation. The school has more boys than girls. The proportions of pupils from minority ethnic backgrounds, for whom English is not their first language, who have learning difficulties and disabilities, or who are entitled to free school meals are all above average.

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 good and continually improving school. Provision in the Foundation Stage is good and children make good progress. The school's leaders and managers put improving the progress and care of each pupil at the heart of their decision making. They have a very clear view of the school's strengths and weaknesses. Leaders have shown their strong capacity to bring about improvement through the raising of standards. Each of the areas for improvement identified in the last inspection has been resolved. Teaching is good and pupils achieve well so that, although the standards of pupils beginning the school are below average, by Year 6 their standards are now around those found nationally. Links with other organisations are used effectively to support pupils' learning and development. Pupils' personal development is good so that by Year 6 they are mature individuals ready to do well in secondary school. Links with the local secondary school are strong.

Most pupils achieve very well, and the school has worked hard to address the learning challenges presented by pupils with learning difficulties and disabilities. Provision in lessons for the increasing numbers of non-native speakers of English is developing. However, some teaching does not always take full account of the needs of the most able because teachers do not always target specific questions at particular groups. Currently much of the success in tests is a result of highly successful specific support for individuals and this needs to be supported by consistent good teaching. A priority for the school is now to further improve the proportion of pupils gaining the highest levels in test results.

The curriculum generally meets the needs of pupils well and overall is good, but the way it is organised sometimes disrupts lessons and other elements of the school day.

One reason for pupils' good achievement is that they are well cared for and are ably supported in a caring environment. Pupils really enjoy coming to school and feel they are able to achieve well. The vast majority of parents and pupils are very happy with the school and all it offers. One parent wrote: 'Because of the length of time I have been bringing my children to this school I can honestly say it is improving every year.' Another commented that her child 'has made very good progress while at this school. He also enjoys going to the school which gives me peace of mind'.

What the school should do to improve further

- Raise the quality of teaching still further so that all teaching is at least good and consistently challenges higher attaining pupils.
- Review the organisation of the curriculum.

Achievement and standards

Grade: 2

The school's focus on raising standards is paying off. Test results at the end of Year 6 have been rising and standards are now broadly average. This represents good progress from the low standards recorded when children start school. Although standards are still below average at the end of Year 2, they reflect continued good progress from the Foundation Stage. More pupils are attaining the average national standards and increasing numbers are now reaching the higher levels.

Overall achievement is good. There is no underachievement by any groups. Most pupils make good progress. This is brought about by good teaching, and a very clear focus on preparing pupils for national tests.

Personal development and well-being

Grade: 2

Personal development and well-being are good. While pupils' spiritual, moral, social and cultural development is good overall, moral and social development is better than spiritual and cultural. Pupils like coming to school and attendance rates have increased since the last inspection to around those found nationally. One pupil said, 'School is good because we get a good education to help us later on'. Pupils behave very well in lessons and when representing the school in the community, for example, when on trips. Sometimes in the playground or the dining hall behaviour is not quite so good. In lessons, pupils pay attention and are keen to learn.

Pupils feel safe in school and are increasingly aware of the need for healthy and safe lifestyles. They make good contributions to the local community such as through carol singing, when they raise money for local, national and international charities. They take on roles to support the school and by Year 6 are helping the younger ones in play. The school council involves all pupils in discussions about improving the school either through council or class meetings. Progress in numeracy, literacy and information and communication technology (ICT) contributes well to future economic well-being. A trip to the Bank of England offered a valuable experience for Year 5 and 6 pupils to learn about money.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall although some teaching is only satisfactory. Teachers have clear expectations of what pupils need to learn and share these with them. They use good questioning and practical activities to develop concepts effectively and monitor how well pupils are doing. Teachers have very positive relationships with pupils and they manage their behaviour very well in lessons. Pupils show interest and respond very positively to good teaching. Where sometimes teaching is only satisfactory, this is because the independent activities are not suitably matched to the needs of pupils and do not sufficiently extend pupils' understanding of ideas, particularly those who are more able. Also, planning for the needs of pupils for whom English is a second language is sometimes missed.

Teachers are beginning to use interactive whiteboards as a tool to enhance their teaching. Teaching assistants provide very good support to pupils with learning difficulties and disabilities by asking appropriate questions, explaining ideas and reinforcing good behaviour. The combined effect of classroom teaching and out of lesson support enables pupils to learn well and make good progress.

Curriculum and other activities

Grade: 2

The curriculum is good and the school has achieved the Basic Skills Quality Mark. Pupils' skills in ICT are developing well and pupils talk enthusiastically about their learning when describing programming: 'It goes zooming across the room'. Year 3 pupils experience French and Year 4

pupils are extending their musical skills through the local authority programme. The personal, social, health and citizenship programme is developing and the themed weeks enable pupils to explore various subjects in depth. Pupils with learning difficulties and disabilities and those whose first language is not English are provided with good support.

The curriculum meets the needs of all pupils but its organisation leads to some pupils regularly missing parts of their entitlement. Similarly all pupils have swimming lessons and most are able to swim well by Year 6. However this too leads to interruption in their learning of other subjects. Gifted and talented pupils have access to courses and activities provided by the local authority and their achievements are celebrated in assemblies.

In the Foundation Stage the outdoor areas are effectively used and the activities enable the pupils to enhance and extend their learning in all areas of the curriculum. The pupils are encouraged to be independent and make choices. They clearly enjoy the activities and benefit from the modelling shown by the adults.

The school works with other agencies such as a physiotherapist and speech and language specialists to increase learning opportunities for pupils. Pupils enjoy the many after school clubs, including social skills, tennis, choir, chess and art. The curriculum is enriched by good links with the local community.

Care, guidance and support

Grade: 2

The school provides good levels of care, guidance and support and is diligent about the safety and welfare of pupils. A recent independent audit of health and safety practice was very positive. Child protection procedures are good and the school conducts all appropriate checks on people who work with the pupils. First aid expertise is very high. Pupils benefit from good levels of support and guidance in their academic development. Support in the classrooms for individual needs is good and based on a good understanding of the pupils. Pupils find personal targets and the marking of work very helpful.

Behaviour and attendance are monitored and used well to bring about improvements. Through the hard work of the school, attendance is now around the national average. However, some parents could do more to help the school to improve the unsatisfactory attendance of some pupils. The persistent absence of some pupils is a barrier to the further raising of achievement.

Leadership and management

Grade: 2

Leadership and management are good and have brought about sustained improvement since the last inspection. One parent commented, 'The headteacher has turned the school around for the better'. Amongst teaching and non teaching staff there is a strong sense of common purpose for all pupils to succeed well. Governors are very supportive of the school and bring personal and professional experience to assist it. They do not help the school enough to be self - critical.

Self-evaluation is well focused and effective. The performance management of staff is used effectively to drive up standards and is clearly linked to good professional development. The role of middle leaders has been developed so that they are now involved in monitoring and

raising standards in their subjects. As a result, staffing is stable and well motivated. Parents and pupils are properly consulted about the school's work.

Leaders and managers at all levels work closely together, providing a good model of teamwork. The headteacher and senior leadership are highly respected and combine constancy with innovation. The school demonstrates good capacity to continue its improvement.

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Annex A

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	3
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
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	3

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?	2

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.

Annex A

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	3
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

12 July 2007

Dear Pupils

Inspection of Rainham Village Primary School, Rainham, RM13 9AA

I am writing to thank you for the welcome you gave me and the team of inspectors when we visited your school on the 3-4 July 2007. We really appreciated the help you gave us and especially in sharing your work and your ideas about the school.

You attend a good school that is getting better all the time. You and your parents told us that you enjoy coming to school. Your school helps you to make good progress and do well in national tests. The results of these tests improve every year. You behave really well in lessons and represent your school well when out on trips or visits. It is really good that you are encouraged to think about world issues whether raising money for 'Unicef' and more local charities or being involved in recycling. There is a good range of after school activities. By Year 6 the school has helped you to get ready to do well at secondary school.

You and your parents praised the school, but we found a couple of areas where the school could improve. Some of you told us that sometimes the work is too easy. Although most of you do well in the national tests, we think that more of you could gain the highest marks. We have also asked the school to think how it can re-organise things so that you do not miss so much lesson time when you are taken out to do other things. Although you all behave really well in lessons, sometimes you forget how you should behave in the dining hall and the playground.

Your school has worked hard to improve attendance, but some of you still do not attend regularly enough. You and your parents are the key to this. However good your teachers are, if you are not at school you are not learning and making the progress of which you are capable.

Yours sincerely,

Adrian Lyons
Her Majesty's Inspector