

Rayne Primary and Nursery School

Inspection report

Unique Reference Number	114842
Local Authority	ESSEX LA
Inspection number	311726
Inspection dates	20–21 September 2007
Reporting inspector	Colin Henderson

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	265
Appropriate authority	The governing body
Chair	Mrs Lisa West
Headteacher	Mr Andy Wright
Date of previous school inspection	1 December 2003
School address	Capel Road Rayne Braintree Essex CM77 6BZ
Telephone number	01376 324959
Fax number	01376 550713

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Most children come from the local village, an area of mainly owner-occupied housing. All pupils speak English as their first language. Most children enter the Nursery with above average skills. The proportion of pupils entitled to free school meals is below average. The school was awarded the Sport England Active Mark in 2007.

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 school which provides good value for money. It is led effectively by a caring and enthusiastic headteacher who knows and values each pupil. He has developed a strong team of staff and governors who have an accurate idea of how well the school is doing. They work closely with pupils, parents and the local community to provide a happy, caring and purposeful learning atmosphere. Parents and pupils value the school highly. This is reflected in the many positive comments including 'my children receive a good, well-rounded education at Rayne'.

Pupils' achievement is good, particularly in the Foundation Stage and Year 6 where consistently good teaching and effective assessment helps them to make rapid progress. Pupils in Years 2 and 6 attain above average standards. They are often well above average, especially in science. Standards have improved over the last three years because effective leadership identifies then tackles specific weaknesses, for example, in pupils' writing. Pupils greatly enjoy the good range of interesting learning activities, although recent building improvements have delayed the planned development of resources in information and communication technology (ICT). This is currently limiting pupils' progress in this subject.

Pupils' personal development is good and given high priority by the headteacher and all staff. This is clearly reflected in pupils' enjoyment of school, their excellent behaviour and outstanding relationships. They make excellent contributions to the school and local communities, for example, through strong links with the local church and nearby sporting organisations. Teaching is good overall with some examples of outstanding practice. It has improved since the last inspection because of the frequent monitoring of lessons, although evaluations of teaching do not consistently focus on how well pupils are learning. Teachers know their pupils well and provide excellent personal care and support. Most use assessment information effectively to match activities to pupils' learning needs. Some teachers mark pupils' work in detail, giving specific guidance and clear targets on how pupils can improve their work. Some encourage pupils to assess their own work or that of a partner to help them understand what they need to do better, although this good practice is not consistent across all classes.

The good leadership of the headteacher is a key factor in the success of the school. He provides clear direction to ensure that the school is a harmonious community focused on promoting good achievement. He works in an effective partnership with his deputy and a supportive team of staff and governors. They have established good procedures to check on how well pupils are achieving and the education provided. The purposeful direction and effective teamwork are raising standards and set up the school well for further improvement.

Effectiveness of the Foundation Stage

Grade: 1

The Nursery and Reception classes provide an excellent start to children's schooling. Outstanding teaching, good leadership and a very good range of well-organised and interesting learning activities help children to settle quickly and happily into school life. Learning is clearly fun. A strong focus on language extends children's listening and speaking skills. Teachers provide good opportunities for children to express their ideas about their own work and that of others. This helps them, at an early age, to find ways that will improve their skills and knowledge.

What the school should do to improve further

- Improve pupils' progress by evaluating the effect of teaching on pupils' learning more rigorously.
- Extend the good practice to help all pupils know what they need to improve to raise the standard of their work.
- Implement as soon as possible the planned improvements to ICT provision to help raise standards.

Achievement and standards

Grade: 2

Foundation Stage children make excellent progress and most exceed nationally expected levels by the time they enter Year 1. This is built on well in Years 1 and 2. A strong focus on writing has significantly increased the proportion of Year 2 pupils attaining Level 3. Achievement is good overall in Years 3 to 6. Year 6 pupils make rapid progress as a result of consistently good, enthusiastic teaching. Year 3 and 4 pupils make good progress overall, although there are some inconsistencies in teachers' expectations of pupils' achievements in parallel classes. Higher attaining pupils and those with particular gifts and talents are challenged well, for example, in mathematics. Pupils who have learning difficulties and/or disabilities benefit from good support and their achievement is good.

Personal development and well-being

Grade: 2

Pupils love coming to school as shown by their excellent attitudes and enthusiasm for learning. Attendance continues to be above the national average. Spiritual, moral, social and cultural development is good. Pupils have a very clear understanding of what is right and wrong. They behave extremely well in lessons, assemblies and out at play without losing a sense of liveliness and fun. Pupils lead healthy lives by taking part in a good range of physical activity and eating well-balanced meals. They know how to keep themselves safe and are confident to turn to adults for support should they have any concerns.

Relationships are excellent. Pupils work, play and look after each other very well. The pupils' contribution to the community, both in school and in Rayne, is outstanding. Pupils take on responsible roles such as councillors, house captains and play leaders. They are confident in raising concerns with the district council and are active in promoting recycling and energy efficiency. However, pupils' knowledge of the religions and cultures in multi-cultural United Kingdom is not as strong and consequently they are less well prepared for life in a diverse society. Good standards in literacy and numeracy are preparing pupils well for the world of work, although their ICT skills are not as strongly developed.

Quality of provision

Teaching and learning

Grade: 2

Good, and occasionally outstanding, teaching is helping pupils to progress well and is improving standards. Learning is both interesting and fun for the pupils - as one parent commented 'school is never boring!' For example, in the Nursery and Reception classes, exciting, 'hands on' activities captivate the children. Teachers are thoroughly prepared and manage pupils and resources

well. They successfully prompt and question pupils to extend their learning. However, in some year groups learning slows down when teachers do not have high enough expectations of what pupils need to do in a given time. Parents are active partners in their children's learning because teachers keep them well informed on how to help them. This supports effective learning.

Teachers are clear about the needs of each pupil and are adept at matching work to individual need. Teaching assistants are valuable members of the teaching team. They work particularly successfully with teachers to promote the learning of the lower attaining pupils. Some teachers mark pupils' work very effectively. This is not always consistent between classes and opportunities are sometimes missed to give pupils guidance on how they can improve their work.

Curriculum and other activities

Grade: 2

The curriculum is good. The broad range of activities, including French, provides interesting learning opportunities that stimulate pupils' enjoyment of learning. Good emphasis is given to developing basic skills. However, the planned improvement for ICT is not yet in place and opportunities to use computers to support learning are currently limited. Visitors and visits, including a recent residential trip to North Norfolk, extend and enliven the curriculum. Provision for personal, social and health education is good. Regular homework reinforces learning in school. The curriculum is planned carefully to meet pupils' different needs and help them to make good progress. A satisfactory range of extra curricular provision includes sports and drama. Good use is made of the excellent outdoor areas to enhance both learning and enjoyment.

Care, guidance and support

Grade: 2

Care, guidance and support are good. New pupils are helped to settle quickly and easily. The school meets all current requirements for safeguarding its pupils. Teachers provide very good personal support to pupils. They quickly identify pupils' different needs and strive hard to meet them. Some teachers guide pupils to assess their own work regularly and that of a partner. This promotes a more independent approach to learning and helps them to gain a deeper insight into what they need to do better. This good practice has yet to be established consistently in each class.

Leadership and management

Grade: 2

The headteacher provides good leadership focused strongly on ensuring that all pupils are happy, cared for and achieving well. Working closely with his deputy, he has established a strong staff team. They are supported well by an effective governing body and morale is high. The leadership has established good procedures to check on how well the school is doing, for example, when the whole school team meets to review school performance and set specific improvement priorities. They gather a good range of assessment information and use it well to target areas for improvement, for example, resulting in recent better standards in writing. They carefully track the progress of individuals and groups of pupils and use challenging targets to raise standards. Subject and Key Stage leaders frequently and carefully check the quality of

education provided, for example, through observing lessons, although their evaluations do not always focus rigorously enough on pupils' learning.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	2

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

22 September 2007

Dear Children

Inspection of Rayne Primary and Nursery School, Rayne, Braintree, Essex CM77 6BZ

Thank you for making us feel so welcome when we visited your school recently. We enjoyed talking to you about what you do in school, looking at your work and watching you learn. You clearly enjoy school and, together with parents, you think that it is a good school - and we agree. We know that you like your new building and are keen to try the new computer suite. We have asked Mr Wright and the staff to get it into use as soon as possible so you can all work hard to improve your skills.

We were pleased to see how well you get on together. Your behaviour is excellent and this means that teachers can get on with the job of helping you learn. It was interesting to talk to school councillors about how they are helping to improve the school and the environment. They have some good ideas and enjoy being responsible.

You told us that you learn a lot in school and really enjoy your work, especially the many interesting activities and the different visits and visitors. We think that your learning is good. Your teachers make your lessons interesting and you try hard to do what your teachers ask. Many of you have a good understanding of how to improve your work so that you can better achieve your learning targets. We have asked the teachers to ensure that all of you understand what you need to do to improve your work.

Mr Wright, the staff and governors are working hard to make your school even better. We have asked them to look carefully at how well your teachers help you to learn in lessons and see where they can help you achieve even better.

Thank you again for helping us to find out about your school and we hope that you will continue to be happy and to work hard.

Colin Henderson

Lead inspector.