

Rainham Village Primary School

Inspection report

Unique Reference Number	102324
Local Authority	Havering
Inspection number	335875
Inspection dates	23–24 June 2010
Reporting inspector	June Woolhouse

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 of pupils on the school roll	368
Appropriate authority	The governing body
Chair	Mr P Allen
Headteacher	Sandra Carter
Date of previous school inspection	3 July 2007
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Introduction

This inspection was carried out by three additional inspectors. Eighteen lessons were observed and all 12 teachers seen at least once. Meetings were held with staff, governors and groups of pupils. They observed the school's work, and looked at school policies, pupils' work, displays and photographs. Parents and carers returned 168 questionnaires and inspectors looked at questionnaires from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- teaching and the achievement of groups within the provision for English and mathematics, especially in Key Stage 1
- pupils' achievement in mixed-age classes, as recorded in tracking systems and pupils' books
- provision and pupils' achievement in science
- the effectiveness of senior and middle leaders' strategies to assure all pupils make sufficient progress in their learning

Information about the school

This is a larger than average primary school to the east of London and near to the Essex border. An above average number of pupils are eligible for free school meals. The proportions of pupils who come from minority ethnic backgrounds and/or those who speak English as an additional language are above average. The proportion of pupils with special educational needs and/or disabilities is above average. Their needs include speech and language disorders and moderate and severe learning difficulties. The school runs a breakfast club set up by the governing body and gained the Healthy Schools and Active Mark awards in 2006.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Rainham Village is a good school. It has continued to improve since the last inspection. The school succeeds because of the headteacher's determined and effective leadership. Ably supported by her deputy headteacher, she sets high expectations for pupils' learning and achievement and the quality of teaching they receive. Improvements in teaching and learning, in pupils' achievements, notably science and in attendance show the school's good capacity to sustain further improvement.

Self-evaluation is effective and all staff are held to account for what goes on in classrooms. If steps taken are not good enough, then action is taken to improve their impact on pupils' progress. Many pupils start school in the Early Years Foundation Stage with underdeveloped skills and attitudes to learning. In response to high levels of care, support and encouragement, they become confident, happy pupils by the time they leave. The school promotes the parents' and carers' involvement in, and support of, their children's learning well. This has brought improved and now average attendance. One parent mirrored the vast majority of responses when writing, 'I've had two children at this school and both have done well. They've enjoyed all aspects of school life.'

Members of the leadership team work with enthusiasm and track pupils' academic performance and well-being effectively. In all parts of the school, early intervention ensures that pupils who struggle with their learning are assisted well. Governors give satisfactory support. Many are new to their roles and responsibilities; they are keen to learn and ensure that safeguarding policies and procedures are good.

All groups of pupils, including those with special educational needs and/or disabilities, those who are learning English as an additional language and the more able, are treated equally. Consequently they achieve equally well. Racist incidents are very rare and are dealt with promptly. Pupils enjoy being in school and this shows in their respect for each other and for all adults. It is also evident in their good, and sometimes outstanding, behaviour in lessons. The pupils cooperate well in group activities, show outstanding awareness of how to be healthy and feel very safe in school. They also contribute to others' well-being, by making their own suggestions, which, for example, have resulted in better quality meals at lunchtime.

The pupils' confidence and increasing maturity develop well in response to good teaching, particularly for older pupils. Teachers plan carefully and focus appropriately on the key skills of literacy and numeracy. In a few lessons, pupils' progress is slower because they do not engage in practical tasks quickly enough and cannot translate their developing skills and knowledge into writing or problem-solving confidently. Too much teacher-talk reduces enthusiasm and learners become passive. Although marking has

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improved and pupils have appropriate learning targets, these are lacking in science. Handwriting skills are not taught consistently and this results in work that is sometimes untidy and unfinished. At times, the progress of pupils in mixed-age classes varies, partly because of some less effective teaching. This is especially the case when nearly half of the pupils either have special educational needs and/or disabilities or have English as an additional language.

The curriculum is broad and increasingly planned around topics linking a number of subjects together. Visits and visitors to school greatly enrich the curriculum and provide first-hand experiences much enjoyed by pupils.

What does the school need to do to improve further?

- Improve teaching and learning over the next two terms by:
 - engaging pupils more quickly in practical learning tasks
 - teaching a consistent style of handwriting and ensuring that work is presented to a good standard
 - establishing a set of science targets to match the clarity of those given for literacy and numeracy
- Improve governance by:
 - providing training, with the school staff, on how to hold the school to account for its standards and rates of progress
 - establishing a greater understanding of what is happening in school.

Outcomes for individuals and groups of pupils

2

Visits to classrooms showed that pupils enjoy learning together. This was seen, for example, as they decided what features would be included in their description of a forest. They rehearsed the content of their writing by talking to each other, drafting a first attempt and then improving it by further discussing how it could be refined. In another class, pupils planned and wrote a letter based on the book being studied by the chosen author during Book Week, discussing with each other key features of being persuasive before they began to write. They were able to use knowledge from a history topic to give a vivid context for their writing.

Such observations show that pupils make good progress and achieve well by the end of Year 6. School assessments show that pupils have made more progress in the past two years following improved teaching and assessment of English, mathematics and science. This is very evident in science where attainment has been markedly lifted from below average to above the national average.

Other observations across the school showed that pupils are considerate of each other during group activities and were genuinely interested in reading what their classmates had written when draft writing was passed around. These developing interpersonal skills and sharing ideas are preparing them well for the next stage of schooling. However,

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pupils have not yet developed their enterprise skills to the same extent. Pupils showed confidence in performing to an audience, for example when they sang and played the drums following their performing arts 'Moyo African Project'. These experiences contribute well to their cultural, personal and social development. Pupils show a good sense of responsibility when they take on a range of school responsibilities and their good behaviour provides younger pupils with an appropriate role model.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are well planned and pupils are clear about what they are learning. Tasks are generally pitched at the right levels for pupils' ages and stages. Teaching assistants are used well to support pupils with special educational needs and/or disabilities and those whose first language is not English. Occasionally, in mixed-age classes in Key Stage 1, some younger pupils find expectations too high, especially when they are expected to compose and then write down their thoughts without sufficient practical experience to draw on. Some teaching is outstanding because of very good subject knowledge and a passion for the subject. This flair and imagination rubs off on pupils and they respond

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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with enthusiasm and enjoyment. In these lessons, ideas are discussed at a brisk pace and key writing features are recorded for reference. In addition, excellent use of interactive whiteboards provides pictorial cues to support pupils' own imaginative thinking.

Work is accurately assessed and this has improved recently because teachers have used the latest national guidance and moderated their work together. Marking is improving, but is still inconsistent in informing pupils of what to do next. At times, too little attention is paid to how work is set out and presentation is scrappy, with unsatisfactory handwriting in too many books. Teachers are using assessment information more accurately to plan lessons for the wide ability range and to ensure sufficient progress. Science results have improved significantly this year because of better planned work and more emphasis on practical science.

Pupils enjoy a stimulating curriculum. Many pupils take part in extra-curricular activities which further enhance their skills and knowledge in art, music and physical education. They benefit from regular swimming in an on-site swimming pool. Pupils' excellent adoption of healthy living is reflected in the school's Healthy Schools and Active Mark awards. Pupils have very positive views about the importance of visits to enrich the curriculum. As many pupils enthused, 'The school trips are fantastic and regular' and 'People go and see things they have not been to or seen before.' A well-organised breakfast club is popular and provides many pupils with a positive and healthy start to the day.

Care, guidance and support are strengths of the school. These aspects lie at the heart of its ethos and staff ensure that pupils develop positive attitudes to learning and want to learn in a safe and inspiring environment. Pupils' special educational needs and/or disabilities are thoroughly diagnosed and acted upon quickly. Adults provide very good role models to pupils, they work well with parents, and provide particularly good care for vulnerable pupils. Partnerships are very effective amongst the local cluster of schools and other agencies, contributing well to pupils' development and next stage of learning.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's commitment to high quality learning and the best possible care for all pupils is well supported by all staff. Together they drive improvement effectively through a well-focused school development plan. The deputy headteacher manages and

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evaluates pupils' performance data very well and informs all staff of rates of progress on a termly basis. In addition, phase and subject leaders play a full part in evaluating and improving teaching and learning. By these means, the school secures equal opportunity and eliminates discrimination by ensuring that all pupils achieve equally well in relation to their starting points. Governors are not as fully involved in the process of evaluation and are not yet best placed to hold the school to account. Community cohesion is promoted well. The school has analysed its context carefully and uses its ethnic diversity positively to promote multicultural understanding and tolerance. Pupil safety is paramount and parents and carers regularly contribute their views supporting the school's good safeguarding of pupils' welfare.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children start part-time in the Nursery class with skills well below those expected for their ages. All children, including those with special educational needs and/or disabilities and those learning English as an additional language, are fully included and make good progress. By the time they reach the end of the Reception class, they have achieved well. The setting is well led and managed and children thrive in attractive surroundings and benefit from playing and learning with good quality equipment and materials both indoors and outside. They settle well because of good induction procedures, positive partnerships with parents and carers and careful planning for their wide range of learning needs. Children are purposefully engaged because there is a range of stimulating activities aimed at developing them into confident, secure children ready to

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move into Year 1. Children count potatoes they have grown in the garden and have also planted and observed beans growing after reading 'Jack and the Beanstalk' in an English session. They produce well-illustrated drawings to consolidate their learning, but do not always spend sufficient time in practical problem-solving activities to extend their language and thinking skills. Children behave and play well together and are confident and safe when organising their own activities, changing the water for painting or wearing safety helmets when riding bikes or in trucks. Staff interact well with children and promote their health, well-being and safety through high levels of care and support in activities and use of equipment. There is however limited consistent access to outdoors in inclement weather.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents are very happy with what goes on in school. The few concerns about behaviour and bullying were not borne out by inspection findings. Behaviour is good and the very occasional incident of bullying is quickly dealt with. Concerns are always followed up by the headteacher, who leads the school well. Although the school is very safe, the inspection team have asked for the big gates to be closed during school time.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rainham Village Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 168 completed questionnaires by the end of the on-site inspection. In total, there are 364 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	44	92	55	0	0	1	0
The school keeps my child safe	83	49	82	49	2	1	0	0
The school informs me about my child's progress	71	42	93	55	4	2	0	0
My child is making enough progress at this school	66	39	95	57	7	4	0	0
The teaching is good at this school	77	46	87	52	3	2	0	0
The school helps me to support my child's learning	62	37	99	59	2	1	1	0
The school helps my child to have a healthy lifestyle	61	36	106	63	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	58	35	104	62	3	2	1	0
The school meets my child's particular needs	54	32	106	63	6	4	0	0
The school deals effectively with unacceptable behaviour	52	31	100	60	11	7	3	2
The school takes account of my suggestions and concerns	44	26	109	65	10	6	2	1
The school is led and managed effectively	62	37	96	57	6	4	0	0
Overall, I am happy with my child's experience at this school	67	40	94	56	3	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 June 2010

Dear Pupils

Inspection of Rainham Village Primary School, Rainham RM13 9AA

I am writing to tell you how much my team and I enjoyed being with you in school recently. We would like to thank you for helping us to complete the inspection and giving up your time to talk to us. We enjoyed very much watching you perform your African dance, singing and drumming routines. We were also impressed by your good behaviour and the considerate way you treated each other. You work hard and make good progress. Keep up the good work.

We spent some time looking through your work and have asked your headteacher to see that the way you set it out improves from now on. This means you will have to improve your handwriting.

I have asked that younger pupils start their lessons with more practical tasks and do not sit for too long listening to the teachers. This will help them later when they have to write about what they have learned.

I have also asked that everyone should know what their science targets are for the year in the same way that they know them for literacy and numeracy.

Finally, your governors need to be more knowledgeable about what goes on in school and so I have asked them to do some training. I have also asked them to find out more about how well you are getting on.

All good wishes for the future,

Yours sincerely

June Woolhouse

Lead inspector

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