

Rush Green Primary School

Dagenham Road, Rush Green, RM7 0RL

Inspection dates 8–9 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well and they make good progress. The standard of written work has improved substantially in English and mathematics over the past year.
- Children in the Nursery and Reception classes make very good progress. They settle quickly and greatly enjoy their learning activities.
- Teaching has improved and is now good. Teachers have high expectations of what pupils can achieve and they have responded enthusiastically to the training and support provided.
- Pupils are very happy at school and feel safe. Their behaviour in lessons is good, and they get on well together and with the staff. The school's good behaviour code is proving to be very effective.
- The headteacher, supported by other leaders and managers, has established a 'can do' style of working. Staff and pupils strive together to succeed.
- The school makes good use of records on pupils' achievement to check on the progress pupils are making. Extra help is provided, when needed, to stop individuals falling behind.
- Governance is good. Governors know the school very well and carry out their duties with great attention to detail. They have high aspirations and challenge the headteacher to ensure that improvements continue.

It is not yet an outstanding school because

- The standard of pupils' written work in other subjects is not as high as in English and mathematics.
- Teachers do not always check that pupils have understood the work they are set in class, particularly the slower learners, and this restricts their ability to complete the task.
- Behaviour is sometimes too lively in the playgrounds. Supervision is sometimes, not always, effective in ensuring fair and sensible use of the available space.

Information about this inspection

- Inspectors observed teaching and learning in 38 part lessons, several jointly with senior leaders.
- They listened to pupils reading and looked at samples of pupils' work.
- Inspectors held discussions with school leaders and five members of the governing body, as well as with pupils in formal groups and informally.
- They took account of discussions held with parents they met and the questionnaire responses of 64 parents from the online Parent View.
- They considered the questionnaire responses of 40 members of staff.
- Inspectors looked at a wide range of documentation, including the school's own self-evaluation and improvement planning, policies, safeguarding information, data on pupils' progress and attainment and records of checking of teaching and learning.

Inspection team

Peter McGregor, Lead inspector	Additional Inspector
Stephanie Rogers	Additional Inspector
Liz Kissane	Additional Inspector
Raminder Arora	Additional Inspector
Bruce Waelend	Additional Inspector

Full report

Information about this school

- Rush Green is much larger than the average-sized primary school. The number of classes is increasing, so that there will be four in each year group within the next two years.
- An above average proportion of pupils are eligible for the pupil premium. This is additional funding provided for looked after children and those known to be eligible for free school meals.
- The proportions of pupils who speak English as an additional language, and of those from minority ethnic groups, are well above average.
- The proportion of disabled pupils and those with special educational needs supported through school action is well above that found nationally. The proportion supported through school action plus or with a statement is broadly average.
- Rush Green Junior School became the current community primary school in September 2013. Rush Green Infant School closed at this time and the pupils transferred to the new Rush Green Primary School.
- The headteacher joined the school in September 2013, working with an interim group of governors. The new governing body was established in December 2013.
- In 2013, the school met the government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the effectiveness of teaching and pupils' learning from good to outstanding by:
 - ensuring that a focus on written work in other subjects raises the standard to that found in English and mathematics
 - checking that all pupils can understand the work they are set to do in class, so that they are able to complete their tasks.
- Improve the supervision of pupils in the playground, and the use of the available space, so that all pupils can enjoy their play times and behave well.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress throughout the school. The most able achieve well, many reaching high standards by the time they leave in Year 6.
- Children start in Nursery and Reception with skills, knowledge and understanding below those typically seen at their age. They make good progress and are prepared well for Year 1. This is as a result of a well-planned, challenging environment, which enables pupils to develop their skills effectively. Staff promote speaking well, which enables children for whom English is an additional language to improve quickly in their vocabulary and speech.
- Pupils continue to make good progress, resulting in broadly average standards in reading, writing and mathematics at the end of Year 2. The school results in the Year 1 national phonic check (the sounds letters make) show 2014 results above the previous year's national average and much higher than the school's own 2013 results.
- Results of the 2014 Year 6 writing assessments show a big improvement over 2013 outcomes. Attainment is higher and pupils' progress much better. In reading and mathematics, pupils' attainment also improved, particularly at the higher Level 5 and Level 6. Good progress was maintained.
- The school's records that track pupils' achievement show better progress over the past year than in previous years, most notably in Year 6.
- Pupils' writing in English books shows a marked improvement on work from the previous year. Substantially more is completed and improved accuracy and complexity are apparent, for example in the use of adventurous vocabulary. Mathematics books indicate similar improvements, with an emphasis on number work and problem solving.
- Pupils' written work in a range of other subjects is not as good. Senior staff are focusing on improving the recording of work across these subjects, aware that pupils' writing, reading and mathematics skills will improve further as a result.
- Disabled pupils and those with special educational needs make good progress. This is because teachers set appropriate work for them and provide effective extra support when they struggle to achieve as well as they could.
- Year 6 pupils supported by additional funding were one month behind others in mathematics, four months behind in reading and five months behind in writing in 2013. Gaps remain broadly the same in the current Year 6, but with improved standards overall.
- During discussions many parents talked about great improvements in their children's progress this year. They said this was the result of higher expectations of staff and pupils under the school's new leadership.

The quality of teaching is good

- Teaching has improved since the last inspection.
- In Nursery and Reception, teaching is very good. Teachers plan interesting activities and children can become very absorbed in them. They mark work regularly and select new tasks appropriate for individuals.
- Teachers and pupils get on very well together, so pupils listen carefully, work hard and make good or better progress. Teachers' high expectations result in pupils settling quickly to their studies, keen to learn. Interruptions to learning are minimal because teachers apply the behaviour code consistently in lessons.
- Teaching has become increasingly effective over the year. Written tasks in English and mathematics are well marked. Teachers identify errors and misunderstandings. They give pupils opportunities to change their work, with support where necessary, so that good progress is made. This approach is not yet used as effectively in other subjects since the school's priority has been to raise achievement in the core subjects.

- Teachers have good subject knowledge. They allow pupils an appropriate time to think and give spoken answers. They praise effort and success, which improves pupils' confidence and encourages them to try even harder. Occasionally, some staff do not correct pupils when they make grammatical mistakes in speaking.
- Teachers use pupils' progress records well to identify where individuals are falling behind and plan successful intervention sessions to help them to catch up. In lessons, teachers usually plan appropriate work for pupils. Occasionally, work is not well matched to the knowledge and understanding of less able pupils and they achieve less than they should.
- Teaching assistants are well trained and effectively support pupils in classes. They work closely with teachers. Disabled pupils and those with special educational needs and those for whom English is an additional language benefit from this support.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. The school is an orderly, friendly place where learning is valued.
- Pupils are eager to learn and keen to do well. Pupils refer to much less disruption in lessons this year because teaching is better and they know what is expected of them. Their attitudes to learning are very good and they enjoy coming to school.
- Pupils respect others and take great pride in their school. They really like the new 'stay on the green' school code which helps them to behave well.
- Pupils enter the school sensibly after break and lunch times. They behave well when walking unsupervised around the school building. Their conduct and participation were excellent in an assembly focusing on the school creed of 'strive to succeed'. They learned to distinguish between striving and trying, with pictures of the Tour de France riders as examples.
- Behaviour in the playground is sometimes too lively and, at times, staff do not always supervise pupils sufficiently well. Football games can dominate the play area, leaving little space for those who do not want to participate. The recent introduction of high visibility jackets for staff has helped pupils take more notice of the adults present.
- Attendance is a little below average because some pupils in Reception classes do not attend regularly. The school has introduced rigorous systems to improve punctuality and attendance. However, a few parents, particularly of younger children, have yet to accept the importance of attending school regularly. Some have found the change from a flexible to a fixed time for the start of the school day difficult.
- The school is keen to find out parents' views. Most parents who responded to the online questionnaire believe behaviour is good and has improved a lot this year because of new tighter systems. Several mentioned that the headteacher had dealt well with potentially difficult incidents on school premises, not solely related to pupils' behaviour.
- The school's work to keep the pupils safe and secure is good. Pupils feel safe at school. They display a good awareness of the importance of staying safe when using computers and modern technology. Pupils report that occasional bullying incidents happen, but they know who to turn to for help and it is always sorted out quickly.

The leadership and management are good

- The headteacher has high aspirations for the school and is focused on improving the quality of teaching. He receives strong support from senior leaders, middle leaders, managers and governors. This has helped secure substantial improvements in pupils' behaviour, writing standards and the progress of the most-able pupils over the past year.
- The school has responded well to the development points in the last inspection report and is aware that more work is needed in several areas. Self-evaluation is accurate and improvement planning is good.
- Rigorous checking of teaching and learning, followed up with effective staff training where

development points arise, has been very important in making improvements in teaching. Of similar importance has been the use of detailed information on individual pupils' progress in each class, resulting in additional support where it is most needed.

- The management of teachers' performance is thorough. Staff strongly support the direction the headteacher has given to the school and greatly appreciate the training provided to help them improve their teaching skills.
- The good subject leadership of the Early Years Foundation Stage, English and mathematics has been a key factor in the success of these areas. Leaders of other subjects have clearly defined roles and are having an impact, aware that work is not yet of a consistently high quality.
- Discrimination of any kind is not tolerated.
- The leadership of provision for disabled pupils and those with special educational needs has changed this term. Well-planned additional support to meet the particular needs of these pupils' has resulted in their good, and sometimes rapid, progress. Teaching assistants ensure they have the same opportunities to succeed as other pupils.
- The school promotes strongly pupils' spiritual, moral, social and cultural development, including an understanding of British values. National events are celebrated, as well as local activities. Pupils enjoy participating in the good range of school clubs, including sport, music, drama and academic activities.
- Primary school sport funding is spent effectively on coaches who provide popular clubs, such as gymnastics, and lunchtime games sessions. Pupils make good progress in skill development and have become involved in a range of sports competitions, including cross-country races and basketball tournaments. Consequently, they are developing healthier lifestyles.
- Pupils supported through additional funding benefit from the extra provision they receive. Expenditure is carefully itemised to show the cost of catch-up, intervention and booster support sessions in English and mathematics, as well as specific activities for individual needs. The impact of this expenditure is leading to better progress for these pupils.
- The local authority has provided helpful support for the Early Years Foundation Stage and for disabled pupils and those with special educational needs. School leaders have chosen to source other support from different providers.
- **The governance of the school:**
 - Governors have an excellent knowledge of the school as a result of their own rigorous monitoring activities and from the headteacher's detailed, informative reports. They have a wide range of expertise, are very well trained and challenge senior leaders. They expect to see data which back up judgements they are given. Governors know that substantial progress has been made this year in improving the quality of teaching, and that good results have been achieved. They realise further progress is needed and expect the headteacher to strive for greater success. Safeguarding procedures are checked carefully to ensure that they meet requirements. Governors ensure that additional funding is well spent by noting its impact on pupils. They understand the school performance management process and ensure that staff pay is linked to pupils' success. Governors are highly effective.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101212
Local authority	Barking and Dagenham
Inspection number	439922

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	806
Appropriate authority	The governing body
Chair	Father Martin Howse
Headteacher	Simon Abeledo
Date of previous school inspection	8–9 November 2012
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