

La Salette Catholic Primary School

Address: Dunedin Road, Rainham, Essex, RM13 8SP

Unique reference number (URN): 102330

Inspection report: 16 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Staff have very high ambitions for pupils and are keen for all to make significant progress. These ambitions are realised in practice because pupils achieve well across all subjects. From the outset, the school has a sharp focus on reading, writing and mathematics. As a result, pupils secure strong foundations that stand them in excellent stead for future learning.

Pupils produce high-quality written work across subjects. Their confident explanations in class demonstrate secure and detailed knowledge. Pupils are adept in their use of subject-specific vocabulary. They remember what they have learned and make fluent and deep connections between subjects. For example pupils talked about how their learning in science supports their understanding of topics in geography.

Pupils are well prepared for their next steps. This is reflected in pupils' results in national tests. Their attainment and progress in reading, writing and mathematics is consistently above average over time. Disadvantaged pupils and those with special educational needs and/or disabilities also achieve consistently positive outcomes.

Attendance and behaviour

Strong standard ●

There is much to celebrate about the school's work on attendance and behaviour. Leaders know their children and families very well. They provide impactful support when needed to ensure that pupils attend school every day and behave in line with the school's high expectations.

Leaders take a tenacious approach to attendance. They have established effective systems to monitor patterns and to identify concerns in a timely way. Leaders understand the specific barriers that may negatively impact on pupils' attendance and seek to remove them. Leaders achieve an appropriate balance of challenge and support in their work with families to improve attendance. This work has clear impact on the attendance of individual pupils, including those with special educational needs and/or disabilities and those who are disadvantaged.

Staff have similarly high expectations of pupils' behaviour around the school and in class. These expectations are consistently upheld by all staff and understood by pupils. As a result the school is a calm and orderly environment. Pupils' attitudes to learning are superb. In discussions they listen respectfully and share their views with maturity. Pupils report that any bullying or poor behaviour is uncommon. They have confidence in staff to resolve any issues swiftly. Leaders provide tailored behavioural support for pupils who need help to manage their emotions. They monitor the impact of this work very closely.

Curriculum and teaching

Strong standard ●

Leaders have a precise understanding of the quality of curriculum and teaching. This leads to well-informed decision making that drives refinement and excellence. For example, since

the previous inspection leaders have invested in new curriculums in several foundation subjects. These include history and geography. The impact of this work is apparent in pupils' excellent recall of key learning.

Staff use their impressive subject knowledge to provide clear explanations to pupils. They design suitable activities which engage pupils' interest. Teaching revisits prior learning and provides opportunities for pupils to practise important skills. Over time, this means that pupils develop a deep and detailed body of knowledge. Staff check pupils' understanding often and identify any areas where they might lack confidence. They provide precise support which helps pupils to catch up. Teaching is inclusive and consistently well adapted. This ensures that pupils with barriers to learning achieve successfully alongside their peers.

The school emphasises the importance of foundational knowledge in reading, writing, speaking and mathematics from when children join in Reception. Leaders check that phonics is taught well. They ensure that any extra support is provided quickly so that pupils do not fall behind. Pupils articulate their learning particularly well both verbally and in writing.

Inclusion

Strong standard ●

Leaders are determined that all pupils can access the curriculum and achieve well. They identify pupils' needs quickly and accurately on their arrival at school. Leaders ensure that effective support is put in place without delay.

The school provides effective training for staff. As a result they provide expert help to pupils with special educational needs and/or disabilities (SEND) as well as those who are disadvantaged. Staff act on professional advice and work closely with parents and carers to strengthen the interventions that pupils receive. They liaise with a local special school to ensure that the curriculum and support in place are of very high quality. Staff consistently adapt activities and provide suitable resources so that pupils can learn well and engage fully in school life.

Leaders monitor the impact of this work with pupils closely to ensure that approaches remain effective. As a result, pupils with SEND and those with other barriers to learning achieve extremely well and thrive.

Leaders use additional funding with great care and precision to enhance the academic achievement and wider wellbeing of disadvantaged pupils. They track pupil progress systematically and provide targeted help. This includes pupils' access to enrichment activities and outings. Leaders are determined that pupils do not miss out on opportunities that will enhance their experience of school.

Leadership and governance

Strong standard ●

Leadership is strategic and firmly focused on securing the best academic and personal outcomes for all pupils. Leaders know the school and its families extremely well. They have ambitious plans for the school's ongoing development. Leaders make decisions informed by research and with pupils' best interests at heart.

Governors are effective and keenly aware of their statutory duties, including around safeguarding. They share leaders' high ambitions and uphold the school's commitment to inclusive education. Governors hold leaders to account while striking the right balance between challenge and support. They keep a close eye on pupils' achievement and ask suitable questions when they identify underachievement.

Leaders have developed an excellent culture of professional learning for all staff in the school. They ensure that staff access a wide offer through in-house and external training. Leaders ensure that training supports the professional aspirations of staff, as well as the school's priorities for improvement. Staff enjoy working at the school and feel part of a close-knit team. They appreciate the openness and approachability of leaders. Staff are positive about leaders' consideration of their workload and wellbeing. For example staff meetings are put on hold when end-of-year reports are due. Staff value leaders' flexibility in allowing them to attend events at their own children's schools.

The school works closely with the church and with other schools locally. Leaders are keen to share good practice across the local authority and appreciate the reciprocal benefits of this work.

Personal development and wellbeing

Strong standard 

Leaders provide a broad and inclusive personal development programme. A well-planned personal, social and health education curriculum complements the subject curriculum. It supports pupils to develop a rich understanding of themselves and the world around them. The positive impact of the curriculum is evident in how pupils understand difference, treat others as they would like to be treated and live by the school's values of joy, love and friendship. For instance, pupils spoke with maturity about gender stereotyping. They were keen to point out that important jobs such as nursing were for men as well as women. Pupils demonstrate an impressive awareness of fundamental British values and how these apply every day in school.

Pupils understand how to stay safe online and in the local area. They know that it is important to be physically healthy through brushing your teeth, exercising and eating a healthy diet. Teaching about mental health is highly effective in helping pupils to manage their feelings. This work is helpfully supported by the school's remarkable pastoral offer. Leaders ensure that the right wellbeing help is in place at the right time for individual pupils and groups.

The school ensures that the subject curriculum is enriched by a carefully planned offer of visits throughout the year. These start in Reception with local visits to the post box and to the church. Older pupils visit a synagogue and an Islamic cultural centre. These outings strengthen pupils' understanding of people from other faiths and cultures. Years 5 and 6 pupils particularly enjoy residential trips which help to develop their resilience in preparation for secondary school.

Leaders track pupils' attendance at the wide range of clubs on offer with precision enabling them to check that these opportunities benefit pupils who need them most. They adapt the

programme in response to pupils' interests. This helps to maintain high levels of participation and engagement.

Expected standard

Early years

Expected standard

In Reception, staff get to know children as individuals. Staff build supportive relationships with children and their families. This helps children to settle quickly and to make progress. Staff establish clear routines that help them to feel safe and to thrive. They ensure that the statutory requirements of the early years are met.

Leaders provide a broad and well-sequenced early years curriculum. For instance in the summer term children secure their learning of animal habitats before moving on to African adventures. Children build new learning on what they already know. This helps to deepen their understanding. Typically, teaching is effective. Staff ensure that adaptations are implemented well. Children with special educational needs and/or disabilities access the same work at a suitable level. Interactions between adults and children are routinely positive. On occasion, adults do not maximise opportunities for engaging children in high-quality interactions that will further develop children's speech and vocabulary.

Typically Reception children achieve well. They reach a good level of development in line with the national average. Staff give high priority to reading so that pupils make progress. Children become increasingly familiar with a range of books, stories and rhymes. This helps them to enjoy reading and apply their phonics knowledge well. Children write with increasing accuracy and demonstrate a secure pencil grip. Staff ensure that children are well-supported as they transition into Year 1.

What it's like to be a pupil at this school

Pupils are proud to be part of their school community. They enjoy talking about their learning because it is 'fun'. Pupils make impressive progress through the well-taught curriculum, learning exciting new things each year. They build warm professional relationships with staff. Pupils appreciate that teachers identify gaps in their learning and go back over content that they might not be sure of. Pupils said that teachers always find the right way to help them understand. Teachers explain things well and make learning manageable through clear explanations. This helps pupils to learn even better.

Pupils' keen engagement with learning means that they do not want to misbehave or miss any days at school. Poor behaviour and bullying are uncommon. Staff enable pupils to identify and know how to manage bullying should it occur. Pupils feel safe at school because staff resolve any issues quickly. All pupils have a trusted adult they can speak to. Pupils are particularly sensitive to the needs of pupils with special educational needs and/or disabilities. They look out for them with kindness. Pupils understand and follow the school mantra, 'treat others as you would like to be treated'.

There are many purposeful leadership opportunities for pupils to access. These enable a sense of belonging. Pupils are proud of the impact they have on their school. Eco-leaders enjoy litter-picking and maintaining the school garden through weeding and gardening. The school librarians support pupils in their selection of reading for pleasure books each Thursday. Pupils provide a food bank and raise money for worthwhile causes. They are keen to attend the various clubs, sporting and musical activities that the school organises. Pupils know that teachers remove barriers to attendance by subsidising extra-curricular activities or by offering them for free. Pupils said that there is something for everyone at their school.

Next steps

- Leaders should further develop staff expertise so that interactions between children and all adults across the early years provision are of a consistently high quality.
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About this inspection

The chair of the board of governors in this school is Nicola Van Bardwick.

Inspectors carried out this inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher, deputy headteacher, special educational needs and disabilities co-ordinator and early years lead during the inspection. They also met with representatives of governance.

The inspectors confirmed the following information about the school:

The school is registered as having a Roman Catholic religious character. It is in the Diocese of Brentwood. Its last section 48 inspection was on 11 and 12 October 2023.

The school currently uses no alternative provision.

There have been some changes to the school's leadership team since the previous inspection.

Headteacher: Mr Adam Wilson

Lead inspector:

Lisa Strong, His Majesty's Inspector

Team inspectors:

Rebekah liyambo, Ofsted Inspector

Felicia Lord-Attivor, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 16 June 2026

School and pupil context

Total pupils

211

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

16.59%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.27%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

9.00%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	61%	Above
2024/25 (final)	80%	62%	Above
2023/24 (final)	70%	61%	Above
2022/23 (final)	80%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	74%	Above
2024/25 (final)	90%	75%	Above
2023/24 (final)	77%	74%	Close to average
2022/23 (final)	87%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	72%	Above
2024/25 (final)	87%	72%	Above
2023/24 (final)	83%	72%	Above
2022/23 (final)	83%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	73%	Above
2024/25 (final)	93%	74%	Above
2023/24 (final)	83%	73%	Above
2022/23 (final)	87%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	46%	Close to average
2024/25 (final)	67%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	50%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	62%	Close to average
2024/25 (final)	78%	63%	Above
2023/24 (final)	S	62%	S
2022/23 (final)	83%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	59%	Close to average
2024/25 (final)	78%	59%	Above
2023/24 (final)	S	58%	S
2022/23 (final)	50%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	60%	Above
2024/25 (final)	89%	61%	Above
2023/24 (final)	S	59%	S
2022/23 (final)	67%	59%	Close to average

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	50%	68%	-18 pp
2024/25 (final)	67%	69%	-3 pp
2023/24 (final)	S	67%	S
2022/23 (final)	50%	66%	-16 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	80%	-15 pp
2024/25 (final)	78%	81%	-3 pp
2023/24 (final)	S	80%	S
2022/23 (final)	83%	78%	5 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	78%	-18 pp
2024/25 (final)	78%	78%	0 pp
2023/24 (final)	S	78%	S
2022/23 (final)	50%	77%	-27 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	80%	-10 pp
2024/25 (final)	89%	81%	8 pp
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	67%	79%	-13 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.1%	5.2%	Below
2023/24 (3 term)	2.8%	5.5%	Below
2022/23 (3 term)	4.0%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.2%	13.0%	Below
2023/24 (3 term)	2.7%	14.6%	Below
2022/23 (3 term)	5.5%	16.2%	Below

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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