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Mrs M Rollins
Headteacher
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Dear Mrs Rollins

Ofsted monitoring of Grade 3 schools: monitoring inspection of Raynham Primary School

Thank you for the help which you and your staff gave when Martin Marsh and I inspected your school on 13 July 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please also pass on our thanks to the pupils, governors, senior leadership team and subject leaders who spoke with us.

Since the previous inspection, two additional classes have been created in Key Stage 1 to accommodate the demand for school places in the area. Staffing has remained stable and data show that pupils' attendance has improved.

As a result of the inspection on 19 and 20 January 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

Attainment at the end of Year 6 has improved since the previous inspection. The school's targets for 2011 have been met and more pupils are now reaching the levels expected for their age in English, mathematics and science.

The school's own tracking information, progress seen in lessons and work in books shows that while some pupils make accelerated progress and achieve well, particularly those who receive extra help and where teaching is good, this is not yet the case in all subjects and classes. For example, attainment and progress are stronger in English than in mathematics. This is because the acquisition and



application of basic skills in English are built into the curriculum systematically. Marking in English is more focused and helpful to pupils. Consequently, although pupils understand their targets in both English and mathematics they are clearer about how to achieve them in English.

Regular assessments, systematic tracking and discussions about pupils' progress ensure that the varied needs of their pupils and what more they need to achieve is understood. Pupils identified at risk of not making the expected progress are given a wide range of additional support which is making a difference. Teachers have been provided with appropriate training and support to help them match their planning more closely to pupils' identified needs and provide greater levels of challenge. The impact of this is not yet embedded. In some lessons tasks are not sufficiently varied or appropriately matched to the age and ability of pupils. The level of challenge provided in lessons varies. The school's own monitoring also identifies that this remains an area for development.

In the most effective lessons teachers use their good subject knowledge to build on prior learning well. The lesson objectives identify the learning expected rather than the task to be completed. Questions are carefully targeted to fully involve and challenge all groups of pupils, encouraging them to explain their ideas and methods. Activities are varied and well matched to the pupils' different needs. In particular, teachers constantly assess how effectively pupils are learning. They use this to maintain a good pace to the lesson by giving pupils an appropriate balance of activities, time to think, respond and discuss. Any misconceptions are identified quickly and used to make specific teaching points or adjust the plan for the lesson so that learning continues to move forward. Teachers have opportunities to work alongside each other and share this best practice but it is not yet evident across enough classes and subjects.

In joint observations with inspectors, senior leaders demonstrated that they have an accurate understanding of the strengths and weaknesses in lessons. School monitoring records make general references to pupils' learning but are not specific about the learning of different groups of pupils, for example the most able or those who are working with other adults.

The plans to improve English, mathematics and science have been developed appropriately to include specific targets and quantifiable measures of success. These are linked to ensuring that pupils' attainment and progress are at the levels expected for their age. Leaders recognise that the evaluation and continued refinement of the plans, for example to include specific measures about improving the consistency of teaching and learning linked to accelerating pupils' progress, would enhance them further.

Actions taken by leaders to address the areas for improvement identified at the previous inspection are having an impact, particularly in English. They recognise what more needs to be done so act on advice, seek support, including from the local



authority and external consultants, and target it where needed. Consequently, they have demonstrated that they are making satisfactory progress in building a better capacity for sustained improvement.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Jackie Krafft
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in January 2010

- Raise attainment further by ensuring that, by the start of September 2010:
 - all lessons provide a consistently good level of challenge to pupils of all abilities
 - the best practice in using assessment to help pupils learn as much as possible is extended to all classes
 - the evaluation of lessons and pupils' work always focuses on the learning of different groups of pupils.

- Sharpen the improvement plans for English, mathematics and science by:
 - making sure that the objectives are linked to improvements in pupils' learning
 - being clear about the measurable improvements to pupils' progress that are expected when these objectives are achieved.