

# Ray Lodge Primary School

## Inspection report

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<b>Unique Reference Number</b>	131305
<b>Local Authority</b>	Redbridge
<b>Inspection number</b>	360251
<b>Inspection dates</b>	17–18 March 2011
<b>Reporting inspector</b>	Emma Aylesbury

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	565
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Dann
<b>Headteacher</b>	Sharon Nicholson
<b>Date of previous school inspection</b>	28 February 2008
<b>School address</b>	Snakes Lane East Woodford Green Redbridge IG8 7JQ
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 25 lessons taught by 25 teachers. They had meetings with members of the governing body, staff and groups of pupils. They observed the school's work, and looked at the school's self-evaluation documentation, safeguarding procedures, monitoring and assessment information, lesson plans and school policies. They analysed questionnaires from 255 pupils, 39 staff and 237 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What is the impact of the school's actions to raise attainment, particularly in mathematics?
- How effective is teachers' use of the variety of new assessment strategies to ensure that all pupils make equal progress throughout the school, including the Early Years Foundation Stage?
- How effective are systems to interpret the school's progress data and communicate steps to address potential underachievement early?
- What is the impact of leaders and managers, at all levels, on driving improvements?

## Information about the school

Ray Lodge Primary School is much larger than most primary schools. The largest groups of pupils are of White British, Asian Indian and Pakistani heritages. The proportion of pupils who are from minority ethnic backgrounds is over three times that found nationally. The proportion of pupils known to be eligible for free school meals is twice the national average. Over two thirds of the pupils, an above average proportion, speak English as an additional language. A similar proportion of pupils to that found nationally has special educational needs and/or disabilities. The school has gained the Healthy Schools and Higher Level School Travel Awards.

**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

Ray Lodge Primary School is a good school where pupils achieve well. It has improved under the positive leadership of the headteacher. The staff and members of the governing body support her enthusiastically. This has helped to drive the improvement across the school and since the last inspection, pupils' progress is accelerating so that the gap between boys' and girls' achievement is narrowing. Pupils fully appreciate these efforts. As one commented, 'Teachers focus a lot on learning.'

Senior staff have been successful in driving up pupils' academic performance and sustaining effective practice in supporting their personal development. By the end of Year 6, pupils' attainment is average and achievement is good because staff have very high expectations of them. Pupils also behave well. Staff work effectively to eradicate any differences in the achievement of groups of pupils. The school provides a caring environment where all pupils are supported and gain good levels of spiritual, moral, social and cultural awareness. Pupils feel safe and secure and have a well-developed understanding of what constitutes a healthy lifestyle. The partnership with parents and carers and other agencies is good and underpins and supports the school's good levels of care, guidance and support.

Overall, teaching and learning are good. There are aspects of assessment practice that are good but the quality remains variable across classes. Teachers do not always provide specific targets to help pupils improve. Despite an exciting curriculum, not all pupils attend regularly. The school has worked assiduously to improve attendance, which is average. Nevertheless, there are families who do not observe the school's holiday dates.

Leaders have brought about many improvements, following honest and accurate self-evaluation of the school's performance. Nevertheless, some leaders are new in post or new to their responsibilities and require further training and coaching in order to become even more effective in raising attainment. The governing body meets its statutory responsibilities and supports the school well. Since the last inspection the school has raised attainment so that it is average, broadened the curriculum and accelerated progress. These actions demonstrate that the school has good capacity to make the further improvements that are needed.

## What does the school need to do to improve further?

- Improve the quality of teaching and the use of assessment so that they are more consistently good or better by:
  - ensuring that marking across the school is consistently helpful in enabling pupils to understand how they can improve their work

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- intensifying the programme for spreading good practice in assessment throughout the school, by coaching and mentoring.
- Work more intensively with families to improve attendance by:
  - reducing extended breaks in term time and only allowing time off school for serious illness so that pupils do not miss valuable learning opportunities
  - developing further worthwhile rewards for consistently good punctuality and attendance.

## Outcomes for individuals and groups of pupils

**2**

Pupils work very well in lessons, answer questions and demonstrate their good progress. Year 2 pupils demonstrated a real desire to do well in a literacy lesson where they were encouraged to answer questions and show their learning. Similarly, in Year 6, pupils demonstrated good literacy skills in group work. The display of pupils' work in school and the quality of work in exercise books confirm the good progress shown in the school's tracking systems. The school has been quick to put into place strategies to address the relative weakness in mathematics. These include closer tracking of pupils and a new approach to teaching mathematics through a range of bespoke programmes, although these are not yet fully embedded across the school.

Attainment is average by the end of Year 6. In 2010, girls outperformed boys in English. Leaders have put into place strategies to help boys improve their reading skills. Overall, from below average starting points, pupils make good progress. Pupils new to learning English also make good progress because of the good guidance and the individual support they receive. Those pupils with special educational needs and/or disabilities make the same good progress as their peers because of the good constructive help they receive from teachers.

There is a family atmosphere within the school where pupils feel listened to and their opinions are valued. The school has a very inclusive ethos and this can be seen throughout the school but especially in the nurture group and with the buddy platform. Pupils say how safe they feel. They know right from wrong and have a good awareness of their rights and responsibilities. Pupils demonstrate a good awareness of social responsibility by raising money for charities such as Red Nose Day. They develop sharing skills and can work in groups well. The school has worked effectively with parents and carers to raise pupils' attendance, which is average. They have also put a great emphasis on being punctual for school and as a result this has reduced daily lateness.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching and learning are good. In the best lessons, teachers have good subject knowledge, activities are well matched to pupils' needs, assessment in the course of lessons is used well to move pupils' learning forward and there is a brisk pace. Teachers use questioning regularly to check on the progress pupils are making and to extend pupils' knowledge. In a creative mathematics lesson, pupils were making good progress because the teacher used questioning to engage their interest and help them recall timetables with ease. Work is regularly marked and most pupils know their targets. Nevertheless, marking does not always show pupils clearly how they can improve their work.

The curriculum is exciting and engaging and meets the needs of pupils well. The school uses a variety of visits and activities to extend the pupils' learning experiences. Pupils enjoy these visits and the extra-curricular activities on offer by the school. One pupil commented on how much they enjoy chess club and how the school has extended pupils' experiences through residential visits. The school makes some use of information and communication technology (ICT) to stimulate pupils' experiences, but the way it is applied across the curriculum does not yet have a consistently positive impact on pupils' learning.

The warm and friendly school environment impacts positively on the good care, guidance and support the pupils receive. Pupils whose circumstances make them vulnerable are well guided by all staff, who provide good quality support. The school uses external agencies well to ensure pupils receive the specialist support they need.

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*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher has a clear vision and is passionate about driving improvement. This vision is shared by all leaders and members of the governing body. They have focused on priorities for improvement which are clearly focused on further raising attainment. The leaders and managers have implemented good systems for monitoring the work of the school. Pupils' progress is carefully tracked by phase leaders and the strategies that have been put into place have already had an impact on raising attainment. Members of the governing body know the school well and effectively monitor its work as well as give it generous support.

The school has good partnerships with external agencies, schools and other organisations. The school's safeguarding procedures are good. The grounds and buildings are very secure and staff are well trained in child protection and risk assessment procedures. The good pastoral care promotes equality effectively and celebrates diversity. It is very active in ensuring that there is no discrimination of those in its care. The school has evaluated its contribution to community cohesion, which is good. This has been achieved by developing and promoting a detailed understanding of its own community and the different faiths, ethnicities and cultures that exist within it. For example, the school has developed a partnership with a school in New Zealand, but acknowledges that it needs to help pupils gain a deeper appreciation of what it means to be a citizen in the United Kingdom.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

The Reception class is a stimulating and an engaging learning environment, where children of all abilities do well. Overall, children start school mostly with a range of skills that is well below that expected for their age. By the end of Reception, they attain levels that are just below those expected for their age and make good progress. They make most gains in their personal development and in linking letters and sounds. The planned activities are well matched to children's needs. Children develop well as independent learners through the wide variety of child-initiated activities such as painting and building shapes. There is a good balance of teacher-led activities and children's independent learning. Teachers, for example, use story time well to assess children's progress and understanding.

The safety and welfare requirements are well met. The curriculum is well developed and leaders ensure activities are interesting for children. Children's work is regularly displayed and assessed. Leaders are aware of the strengths and weaknesses of the children. The leadership and management of the Early Years Foundation Stage are good. Partnerships with parents and carers are good, which is seen in the way the Nursery works with those children who find it difficult to settle for the first time away from parents or carers.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

About 40% of parents and carers returned questionnaires. Almost all respondents are fully supportive of the school and believe that the school keeps their children safe and that they are taught well. A few parents and carers raised concerns, including about the way unacceptable behaviour is dealt with and some aspects of teaching and learning. Inspectors observed standards of behaviour in lessons and around the school. They examined policies and relevant records and had discussions with staff and pupils and found that these were more positive than the parents' and carers' questionnaires implied. In discussing these issues with senior staff, they identified that these perceptions have to be addressed.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ray Lodge 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 237 completed questionnaires by the end of the on-site inspection. In total, there are 565 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	134	57	93	39	8	3	1	0
The school keeps my child safe	113	48	120	51	4	2	0	0
My school informs me about my child's progress	95	40	116	49	18	8	5	2
My child is making enough progress at this school	79	33	133	56	18	8	3	1
The teaching is good at this school	86	36	135	57	11	5	4	2
The school helps me to support my child's learning	80	34	133	56	18	8	3	1
The school helps my child to have a healthy lifestyle	78	33	148	63	8	3	1	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)	56	24	151	65	13	6	0	0
The school meets my child's particular needs	60	26	147	63	15	6	4	2
The school deals effectively with unacceptable behaviour	67	29	121	51	24	10	13	6
The school takes account of my suggestions and concerns	60	26	140	60	20	9	5	2
The school is led and managed effectively	63	29	139	59	17	7	4	2
Overall, I am happy with my child's experience at this school	90	38	122	52	18	8	2	1

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 all 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



21 March 2011

Dear Pupils

**Inspection of Ray Lodge Primary School, Woodford Green, IG8 7JQ**

Thank you for the warm welcome you gave us when we inspected your school. A particular 'thank you' to those of you who spent time with us telling us about your work in class and all the things you enjoy doing at school. Please thank your parents and carers for completing our questionnaire.

You go to a good school where you make good progress and reach broadly average standards. The school cares well for you and you enjoy the engaging curriculum on offer. Your behaviour is good and you know how to stay healthy and safe. The teaching at your school is good and you feel your teachers do a good job. The staff make your school a safe and caring place.

Your headteacher and teachers are determined to help you succeed and give you the best possible education. We have asked them to:

- develop ways to give you clearer advice on how to improve your work so that you can achieve your very best
- make sure you all attend as well as possible, and reach your lessons on time.

You and your family can help by not taking extended holidays in term time and only missing school when you are particularly ill so that you can achieve your best.

I wish you good luck for the future.

Yours sincerely

Emma Aylesbury

Lead inspector

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