

Raynham Primary School

Raynham Avenue, Edmonton, London N18 2JQ

Inspection dates

6 – 7 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- School leaders have improved the school since the previous inspection. As a result, pupils now make good progress in their learning and social development.
- Very effective leadership has made sure that all teachers, pupils, and parents are involved in the drive for improvement.
- Teaching is good; there are examples of high-quality practice.
- Teachers engage all pupils well and develop their literacy and numeracy skills and their understanding of the world through fun activities and stimulating questions.
- Pupils behave impeccably in lessons and around the school. They are respectful and highly involved with their learning. They feel very safe in school.
- Parents are very pleased with the progress made by their children, and with the richness of the experiences provided by the school.
- The governing body works closely with school leaders to ensure resources are deployed effectively to gain the maximum benefits for all pupils and to improve the quality of teaching.
- Children make exceptional progress in the Early Years Foundation Stage.

It is not yet an outstanding school because

- Not all pupils make consistently rapid progress throughout the school. Sometimes, the more able are not given hard enough work.
- The impact of teaching on pupils' progress is good rather than outstanding. Teachers' feedback, including marking, does not always help pupils to improve.

Information about this inspection

- Inspectors observed 23 lessons, of which eight were jointly seen with the headteacher and deputy headteachers. In addition, the inspection team made 13 shorter visits to lessons to focus on specific aspects.
- Inspectors listened to pupils read, and visited an assembly.
- Meetings were held with two groups of pupils, the headteacher, senior and subject leaders, and members of the governing body. There was a conversation on the telephone with a representative of the local authority.
- Inspectors took account of the nine responses from the Parent View online questionnaire. Members of the inspection team also looked at the school's own questionnaires, and spoke to parents while they were bringing their children to school.
- The inspection team observed the school's work and looked at a number of documents, including school improvement plans, data on pupils' current progress, pupils' written work, the governing body minutes and records relating to behaviour, attendance and safeguarding.

Inspection team

Janev Mehmet-Christofides, Lead inspector	Additional inspector
Colin Lower	Additional inspector
Vanessa Tomlinson	Additional inspector
Noureddin Khassal	Additional inspector

Full report

Information about this school

- The school is a larger than the average-sized primary school.
- A high proportion of pupils are known to be eligible for the pupil premium (extra government funding).
- The proportion of disabled pupils and those with special educational needs who are supported at school action is above the national average; the proportion supported at school action plus or with a statement of special educational needs is high.
- The majority of pupils are from a wide range of minority ethnic backgrounds. The proportion who speak English as an additional language is higher than the national average.
- The Angel Raynham Children's Centre is on the same site as the school but is managed by the governing body and is subject to a separate inspection. The school works closely with it, to ensure continuity for the children of the local community.
- The monitoring inspection carried out in July 2011 reported that the school was making satisfactory progress in improving since its inspection in January 2010.
- The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding in order to quicken pupils' progress, by:
 - ensuring that teachers provide more challenging activities for more-able pupils so that they take more responsibility for their own learning
 - ensuring that teachers' feedback to pupils, particularly marking, gives pupils the opportunity to respond and helps them to improve.

Inspection judgements

The achievement of pupils is good

- Children join the school with skills and understanding well below that expected for their age. Some children also join having missed pre-school and with very little knowledge of English. From this starting point, the progress made by pupils brings them to levels of attainment that are broadly average by the time they leave. This demonstrates good progress from their starting points.
- Pupils are taught phonics (letters and the sounds they make) systematically and very successfully. Pupils take advantage of a wide range of opportunities for guided reading and have an excellent understanding of how stories are structured.
- All pupils make good progress and there has been an improvement since the previous inspection, especially in Key Stage 1, where progress in reading and writing has improved considerably. Also, attainment in English and mathematics has risen over three years. These improvements are a result of teachers' consistent and detailed analysis of pupils' abilities, and the specific support provided to drive improvement. Occasionally, more-able pupils do not make as much progress as they might when the work set is not hard enough for them.
- In the Early Years Foundation Stage children make exceptional progress as a result of excellent teaching and well-resourced play areas. They have specialised play areas based on their age groups, and a range of physical and sensory activities which stimulate their understanding of their environment.
- The pupil premium funding is used well to develop literacy, numeracy and communication skills. The interventions provided have also raised pupil attendance, confidence levels and aspirations. It is also helping to raise the achievement of these pupils, and close the gap with all pupils nationally.
- Disabled pupils and those who have special educational needs make good progress as a result of accurate identification of their needs and effective support provided by all staff. The quality of teaching received by pupils who speak English as an additional language contributes well to the development of their language skills and subsequent good progress.

The quality of teaching is good

- The quality of teaching is consistently good, with some that is even better.
- Teachers have high expectations of pupils and provide interesting activities which engage and motivate them. Positive relationships contribute to a very stimulating atmosphere for learning across the whole school.
- Teachers have an exceptional understanding of how well pupils are doing. They plan thoroughly to ensure that there is ongoing development of pupils' relevant skills. They also use resources, including teaching assistants, creatively to ensure pupils make good progress in their learning. Sometimes, teaching does not provide enough opportunities for higher-attaining pupils to be very independent and take responsibility for their learning.
- Pupils enjoy learning through fun and challenging activities and, due to regular spoken feedback from nearly all their teachers, they understand how well they are doing and what steps they need to take to improve. The quality of written feedback is inconsistent across subjects and some does not give pupils the opportunity to respond or help them to improve.
- Teachers track pupils' progress constantly by getting pupils to talk in pairs, reflect and answer questions. As a result, pupils have excellent attitudes to learning and work collaboratively. For example, more-able Year 6 ambassadors help less-able pupils to learn better in mathematics lessons.
- Teaching promotes pupils' spiritual, moral, social and cultural development very well. For example, displays around the school, which are rich and vibrant, show how pupils learn about other cultures such as African and Spanish dancing. Classes are named after a country and

pupils learn about those countries, and can sing songs in their languages.

- Teachers make effective connections in lessons between different subjects. For example, when teaching about play scripts, a teacher linked it to the Second World War and experiences of an Anderson shelter. This enabled pupils to see the relevance of their learning. It also promoted their spiritual, moral and social development very effectively by enabling pupils to empathise with children of their age during the war and understand how they felt during air raids.

The behaviour and safety of pupils are outstanding

- The behaviour of all pupils in the school is exemplary. They are polite, considerate and have very good relationships with other pupils and their teachers.
- The attendance rate is above the national average and pupils are punctual to school and to their lessons. They take part with great enthusiasm in a range of extra-curricular activities and excursions organised by the school. Pupils say they enjoy learning about different places and believe that their teachers work hard to make their experiences good ones.
- Pupils know how to keep themselves safe from bullying, and treat each other with respect. They apply principles of e-safety when using computers and know how to keep healthy.
- Pupils are very proud of their school and conscientiously apply for positions of responsibility such as committee members for the farm, ambassadors for the school and buddies. This prepares them exceptionally well for the next stage of their lives.
- The school works closely with parents, who praise the school and are happy that their children are safe and making progress. Parents and carers receive high levels of support to secure their well-being and the safety of the children attending the school. This is an example of the far-reaching support the school provides for its community.

The leadership and management are outstanding

- The headteacher is a catalyst for improvement. She enables her senior leadership team to take on responsibilities to bring about improvements in the classroom, and they in turn provide excellent role models for all their staff through teaching, training and interactions with pupils. School leaders work collaboratively with all staff, pupils, and parents and carers to secure the best experiences for everyone who attends the school.
- Staff share the headteacher's drive and ambition, and this has ensured that initiatives have been successful. The key issues from the previous inspection have been addressed well and the school has a very good understanding of what needs to be improved further. Effective improvement planning ensures that staff, governors, and parents and carers are clear about the areas for development. All these factors show that the school has strong capacity to continue to improve at its present very good pace.
- The pupil premium is allocated extremely carefully so it is focused on pupils' needs, particularly in literacy and numeracy. Special literacy and numeracy packages have improved teaching, and have had a positive effect on pupils' attitudes to reading and mathematics. As a result, the progress made by these pupils is good.
- Subjects are very well planned and organised so that pupils have lots of opportunities to practise their skills, such as in calculation, investigation and communication. Teachers teach a range of topics with close links to spiritual, moral, social, and cultural and spiritual learning. As a result, pupils have a very good understanding of how to reflect on and empathise with other cultures and talk about events within Britain and around the world.
- Pupils gain a good understanding of spiritual, moral, social and cultural issues through their lessons and excursions. They visit many museums and places of worship, as well as studying Spanish and learning about other countries and religions. In assemblies, pupils are praised publicly for their excellent work and behaviour. Teachers and pupils sing and celebrate in

different languages.

- School leaders analyse how well pupils are doing in their subjects and provide high quality support to improve areas that need to be worked on. They do this systematically and quickly so that all pupils are constantly learning and improving. This process has led to good progress for pupils.
- Regular training for teachers enables them to develop aspects of their teaching, which in turn produces better results in their classrooms. The performance of staff is managed well. School leaders regularly visit lessons as well as meeting teachers individually to discuss and increase the progress being made in classrooms. They regularly check the quality of teaching, give praise when deserved and provide clear targets for teachers to improve their skills and pupils' progress.
- Equal opportunities are embedded in every aspect of school life. All pupils achieve, and all staff are supported to perform at their best. Discrimination in this highly diverse school is non-existent.
- The local authority provides support when it is needed. For example, science and mathematics consultants have worked with the staff responsible for those areas.
- **The governance of the school:**
 - The governing body ensures that school leaders carry out their responsibilities effectively to improve teaching and raise achievement. Governors visit the school regularly and observe lessons so that they know how well teachers are doing. Governors take part in whole-school training as well as specialised training provided for them by the local authority. They use data to understand how well the school is doing and understand how school leaders use their data analysis to drive improvement. They work closely with school leaders to understand every aspect of the running of the school and ensure that teachers and leaders are only rewarded for good performance related to the progress of pupils. The governing body ensures that pupil premium funding is allocated for the best interests of the pupils concerned and checks to make sure it is having the desired effect.

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	102023
Local authority	Enfield
Inspection number	400524
Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	781
Appropriate authority	The governing body
Chair	Barbara Atkinson
Headteacher	Marva Rollins
Date of previous school inspection	19–20 January 2010
Telephone number	020 8807 4726
Fax number	020 8807 8013
Email address	Marva.rollins@raynham.enfield.sch.uk

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