

Inspection of an outstanding school: Ray Lodge Primary School

Snakes Lane East, Woodford Green, Essex IG8 7JQ

Inspection dates:

5 and 6 October 2021

Outcome

Ray Lodge Primary School continues to be an outstanding school.

What is it like to attend this school?

Pupils love coming to school. They are overwhelmingly positive about their learning. They show respect for each other and enjoy celebrating their friends' successes. Behaviour is exemplary in and out of class.

Pupils said that school is a 'safe space'. They know they are treated fairly. On the rare occasion behaviour causes a problem, pupils know that adults will sort out issues swiftly. This includes incidents of bullying. Parents and carers are very supportive of teachers' work, particularly through periods of remote learning.

The trust's ethos of 'Strive 4 Excellence' is central to the setting of high expectations for all pupils at Ray Lodge. This includes those pupils with special educational needs and/or disabilities (SEND). Learning is adjusted effectively to meet pupils' needs when they need additional support. Pupils' attitudes to learning are impressive. They show high levels of resilience in tackling demanding work.

All leaders are determined that pupils will have a wide range of opportunities. For example, in Year 3, pupils have the experience of eating a three-course meal at a local restaurant. This builds well on their earlier learning about where food comes from.

What does the school do well and what does it need to do better?

In all subjects, leaders have designed exceptionally well thought-out learning plans. Leaders are clear about what they want pupils to know in order to be well prepared for the next stage of their education. Teachers have a thorough understanding of what they are teaching and why they are teaching it. Teachers use thoughtfully designed 'subject overviews'. These help them to know what pupils should know and remember. This contributes to pupils developing a strong and deep knowledge of different subjects over time. For example, pupils in Year 4 could accurately and quickly recall the reasons for the Roman invasion of Britain. They could talk in detail about why the Romans were successful in battle.

Teachers use assessments to check that pupils are remembering what they need to know in each subject. They adapt their lesson plans accordingly to address any gaps in pupils' knowledge. Leaders make sure that pupils with SEND are well supported to be successful. They make sure that pupils' needs are identified promptly and accurately. During periods of remote education, leaders prioritised ensuring that pupils stayed on track in their learning in all subjects.

Leaders want all pupils to be part of 'great conversations'. This is demonstrated in the way that reading is prioritised. All staff promote a love of reading. It all starts in the Nursery class. Here, children practise identifying different sounds that they hear. They become familiar with initial letter sounds and match these sounds to everyday objects. In the Reception Year, staff build effectively on what children learned previously. They use a consistent approach to teaching phonics. In Years 1 and 2, the well-planned phonics programme continues. Teachers provide high-quality support to any pupils who need help to catch up. Pupils quickly learn to read with accuracy and fluency. They enjoy discussing the stories they are reading.

Teachers read daily to their classes, and pupils enjoy this experience. As a result, pupils are excited about the stories that they hear. They eagerly discuss what is going to happen in the next session. Teachers make sure that all pupils learn how to understand the meaning of what they are reading. Leaders have chosen books that are of a high quality and from a range of classical and new writers.

Teachers make sure that what pupils learn in mathematics builds on what they have learned previously. This enables pupils to strengthen their mathematical knowledge as they move through the school. For example, in Year 6, pupils used previous learning on calculation strategies to help them to solve problems involving fractions. Teachers provide pupils with plenty of opportunities to revisit and apply what they learn in mathematics. This too strengthens pupils' understanding of key mathematical ideas.

Through the curriculum, leaders promote pupils' spiritual, moral, social and cultural development effectively. Other opportunities, such as visits to places of worship and the local crown courts, help pupils to understand the world around them. Pupils' behaviour is exemplary. Bullying and disruptions to learning are rare and managed effectively by staff.

Governors are skilled at holding leaders to account. They check for themselves the school's safeguarding practices and the quality of education provided.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding checks made before staff begin their roles are rigorous and well maintained. Training for staff is regular and up to date. Staff know how to report concerns and follow the school's procedures. Leaders liaise effectively with outside agencies to provide the right support for pupils and families who need extra help. Staff are vigilant in spotting and sharing information when pupils may be at risk. Leaders ensured this remained a priority during the COVID-19 pandemic.

Pupils regularly receive updates on how to keep safe, for instance when using technology online. They are clear about what to do if something upsets them when using the internet.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Ray Lodge Primary School, to be outstanding in June 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145045
Local authority	Redbridge
Inspection number	10201100
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	647
Appropriate authority	Board of trustees
Chair of trust	Alex McNeill
Headteacher	Amanda Jennings (Executive headteacher)
Website	www.raylodgeprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Ray Lodge Primary School converted to become an academy school in September 2017. When its predecessor school, Ray Lodge Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school is part of Strive 4 Academy Trust. There is one other primary school in the trust.
- The school does not currently use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders, and have taken that into account in their evaluation.
- Inspectors spoke with members of the trust board and local governing body. Inspectors held meetings with the executive headteacher, head of school and deputy headteachers.
- Inspectors carried out deep dives in these subjects: reading, mathematics, art and design, history and personal, social, health and economic education. For each deep

dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered pupils' learning in some other subjects.

- Inspectors spoke with parents informally at the beginning of the school day. Inspectors spoke with groups of pupils. They also spoke with pupils informally at playtime. Inspectors spoke with groups of teaching staff and support staff.
- Inspectors reviewed a range of safeguarding documents, including the single central record of staff suitability checks. Inspectors met with leaders responsible for safeguarding and spoke with staff and pupils about the school's safeguarding arrangements.
- Inspectors considered 50 responses to Ofsted Parent View, 16 responses to the staff survey and 24 responses to the pupil survey.

Inspection team

Sara Morgan, lead inspector

Ofsted Inspector

Jo Franklin

Ofsted Inspector

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