



Raynham Primary School

Inspection Report

Unique Reference Number 102023
Local Authority Enfield
Inspection number 286249
Inspection dates 21–22 February 2007
Reporting inspector Martin Beale

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

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|---|--------------------|-------------------------|-------------------|
| Type of school | Primary | School address | Raynham Avenue |
| School category | Community | | London |
| Age range of pupils | 3–11 | | N18 2JQ |
| Gender of pupils | Mixed | Telephone number | 020 8807 4726 |
| Number on roll (school) | 710 | Fax number | 020 8807 8013 |
| Appropriate authority | The governing body | Chair | Mrs Grace Loake |
| | | Headteacher | Mrs Marva Rollins |
| Date of previous school inspection | 3 December 2001 | | |

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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

Raynham is a large primary school with a part-time Nursery, Children's Centre with Childcare Village and extended school activities. It is situated in an area where many families experience considerable social and economic disadvantage. Free school meal eligibility is high, as is pupil turnover. A very high proportion of pupils are from minority ethnic backgrounds and nearly one in ten is at an early stage of learning English. The main first languages of these pupils are Turkish and Somali. There are a small number of Traveller children and several refugees or asylum seekers. An above average proportion of the pupils have learning difficulties and disabilities and eleven pupils have statements of special educational needs. Attainment on entry to the school is well below average and further affected by later entrants who often speak little or no English.

Key for inspection grades

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|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 2

Staff and governors are accurate in their view that this is a good school. It has many outstanding features. Pupils achieve well even if they are at the school for only a short time. Parents are very pleased with the school and hold the headteacher and staff in very high regard. A key factor in its success is outstanding leadership and management which continually strive to deal with the many challenges the school and its pupils face. This places the school in a strong position to improve further and enables it to provide very good value for money.

The school is very sharply focused on finding ways for all pupils to achieve success whatever their background and need. It successfully meets its aim of providing a secure and stimulating learning environment, where self-esteem and confidence are enhanced. In doing so it makes excellent use of a wide range of outside agencies to support individual pupils and their families. The school clearly values the pupils' ideas. School council members say they are proud of their work and are sure their opinions matter. Pupils thoroughly enjoy school and the opportunities provided to learn and progress. Their excellent attitudes and behaviour and their respect for others contribute to their outstanding personal development and well-being. Pupils' very clearly understand how to adopt a healthy lifestyle and how to stay safe. They collaborate well, develop very constructive teamwork skills and also take increasing responsibility for their learning as they get older.

Many pupils benefit hugely from the outstanding care, support and guidance. Individual needs are rigorously identified and a wide range of programmes adopted to help them succeed and access all that the school offers. Great care is taken to help new arrivals settle in, particularly those who speak little or no English. Their needs are carefully identified and a firm base laid for their future success. Pupils with learning difficulties make outstanding progress because of the carefully targeted support both in school and from outside agencies. Meticulous tracking of progress and carefully planned actions mean that pupils with limited English get excellent support. As a result, they enjoy school and also make outstanding progress.

Good teaching and a stimulating environment in which their needs are carefully identified and developed results in the youngest children making a good start in the Foundation Stage. Achievement is good throughout the school, because effective teaching and learning and a good curriculum lay firm foundations for the pupils' future development. Standards are average by the end of Year 6. Mathematics is the weakest of the core subjects, partly because teaching programmes did not until recently enable pupils to practise basic skills sufficiently. This is now the focus of action to raise achievement further. Regular assessment is used to plan lessons that are sharply focused on bridging the gap between the pupils' attainment and their targets. Marking is regular, but inconsistent in the help it gives to pupils, who are not always involved in identifying how to improve their work.

Many pupils are late entrants and others leave before taking national tests. School data shows that late entrants and pupils who leave before taking national tests make

good progress. Their achievement is good given their starting points and needs, but often they do not have enough time to reach nationally expected standards by Year 6. Nevertheless, the pupils' good academic progress, combined with their social skills, provides a satisfactory base for the next stage of their education.

What the school should do to improve further

- Raise achievement in mathematics by adapting the curriculum so that pupils' meet, develop and apply basic skills on a regular basis.
- Involve pupils more closely in assessing their work and use marking more consistently to help them to improve.

Achievement and standards

Grade: 2

Children make good progress in the Foundation Stage but standards are below those normally expected by the end of Reception because of their weak skills on entry. Pupils make good progress in Years 1 to 6, although this is slower in mathematics than in English and science. Pupils from Black-Caribbean backgrounds do better than other ethnic groups. The action taken to improve achievement in mathematics is leading to better progress, but has yet to be translated into improved test results. Pupil turnover and the large number of late entrants seriously affect the characteristics of each year group. Year 2 test results have improved from a very low level five years ago. The 2006 results for Year 2 pupils were average in writing and below average in reading and mathematics. The below average test results at the end of Year 6 in 2006 were partly because of the high proportion of pupils with learning difficulties in that group. However, given the time spent at the school and the poor English language skills of many pupils on entry this represented good progress in English and science and satisfactory progress in mathematics. These results do not reflect current Year 6 standards which are average in each subject.

Personal development and well-being

Grade: 1

Pupils' excellent attitudes and behaviour are significant strengths of the school. They are proud of their school and talk enthusiastically about what it offers and the significant contributions they have made to its improvement. Attendance has improved and is now average because of the rigorous procedures to monitor absence and punctuality. Pupils' spiritual, moral, social and cultural development is good. They show great respect for the views of others and a strong commitment to work together as a community. Classroom and playground rules are clearly understood and adhered to. The school council, 'Raynham Runners' and the playground 'buddies' take their responsibilities very seriously. Pupils play a very significant role in the life of the school, such as when choosing the colour scheme for the new kitchens and the range of foods that will be served.

Quality of provision

Teaching and learning

Grade: 2

Good teaching is a major factor in pupils' good learning and outstanding personal development. A considerable proportion of lessons are taught well. These engage and interest the pupils and support their good progress. Some have outstanding features based on their teacher's high expectations of the pupils' work, contribution and behaviour. Strong relationships between staff and pupils help to keep pupils well motivated and focused on their work. Pupils' progress is assessed and tracked very thoroughly and used well to plan activities that meet the needs of all learners. Teaching assistants are deployed well and provide effective support for specific pupils either in class or in focused withdrawal sessions. Interactive whiteboards are used creatively to make learning interesting and to engage the pupils' attention. Marking is generally accurate and regular, but does not consistently involve pupils in evaluating how well they are doing or help them to improve their work.

Curriculum and other activities

Grade: 2

The curriculum is carefully planned, enriched in many ways and adapted to support the academic and personal development of all pupils. Links are planned across subject areas to make learning enjoyable and meaningful. However, pupils do not always have ready access to computers to develop and apply their skills in other subjects. Changes to the curriculum for mathematics are beginning to bear fruit. The schemes used to support mathematics teaching are being adapted because the school found that the time between learning key skills was too great for the pupils to make good progress. Provision for pupils learning English and for those with learning difficulties is imaginative and rigorously planned. Pupils with particular talents, for example in art, music and physical education are also well catered for and provided with valuable enrichment opportunities beyond the normal curriculum. Visitors are invited into school to share their expertise with pupils and visits out of school to places such as the National Gallery enrich the learning experience.

Care, guidance and support

Grade: 1

The school cares for and supports pupils from a wide variety of different backgrounds exceptionally well. It places their welfare right at heart of its work, ensuring that children are kept very safe at all times. Child protection arrangements are very secure and health and safety procedures rigorously implemented. Through strong and hugely productive relationships pupils feel able to discuss any problems with an appropriate adult. A daily 'nurture group' provides excellent induction care and support for a small group of children entering the Foundation Stage and in Key Stage 1. As one child in the group said, 'the teachers care for us and look after us'. Very thorough tracking

procedures identify the progress that individual pupils are making in their work. This information helps to ensure that pupils are appropriately challenged and, where necessary, have carefully designed programmes to support them if they are falling behind.

Leadership and management

Grade: 1

The high quality of leadership and management provides a secure environment that nurtures outstanding personal development and generates good progress for pupils who often have limited skills on entry. The headteacher has a very clear vision which is very closely matched to the continually changing needs of the school and its community. She is excellently supported by the complementary skills of the two deputy headteachers and senior management team. There is a clear sense of teamwork amongst staff and an exceptionally strong commitment to improvement. The school is very adept and creative at improving the effectiveness of its teachers. This has enabled a good level of teaching and good pupil achievement to be maintained in spite of quite high teacher turnover. The school is very effective in evaluating how well it is doing. A wide range of evidence has been gathered about the school's performance. Resources are very effectively used to maintain high staffing levels and to have maximum impact on learning. Governors are very well organised, fully involved in the life of the school and centrally involved in planning for its improvement. They provide valuable support and also challenge the headteacher and her staff to do even better. They effectively involve themselves in checking how well the school is doing and, because of this, they know the school inside out.

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Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|-----------------------|

Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| How well does the school work in partnership with others to promote learners' well-being? | 1 |
| The quality and standards in the Foundation Stage | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| The capacity to make any necessary improvements | 2 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |

Achievement and standards

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|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress | 1 |

Personal development and well-being

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|---|---|
| How good is the overall personal development and well-being of the learners? | 1 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The behaviour of learners | 1 |
| The attendance of learners | 3 |
| How well learners enjoy their education | 1 |
| The extent to which learners adopt safe practices | 1 |
| The extent to which learners adopt healthy lifestyles | 1 |
| The extent to which learners make a positive contribution to the community | 1 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

The quality of provision

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|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported? | 1 |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 1 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 2 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 1 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 1 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 1 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Text from letter to pupils explaining the findings of the inspection

I am writing to thank you very much for the warm welcome you gave to the inspectors when we visited your school. You were all very kind, helpful and showed how proud you are of your school. We enjoyed talking with you and your teachers and watching you learn. There are many aspects of your school that we liked. You, your parents and teachers are right in thinking that you go to a good school with excellent leadership from the headteacher and senior staff.

You make good progress during your time at Raynham, even if you are only at the school for a short time. You thoroughly enjoy school, attend regularly, work hard and behave sensibly. Your teachers provide a wide range of interesting activities to help you learn. You settle in well when you join at whatever stage. The care and support you receive is outstanding, particularly when you find learning difficult or are new to learning English. You make sensible choices to show that you very clearly understand the importance of diet and exercise for a healthy lifestyle. You take your responsibilities seriously and make a considerable contribution to the life of the school.

Your teachers and governors are trying hard to make the school even better. There are two areas where we judge that improvements could be made. We feel that many of you should be achieving higher standards in mathematics. We are also suggesting that when teachers mark your work, they make it clearer to you how to improve so that you can achieve your targets. I feel sure you and your teachers will work hard to make this all happen.

We wish you well for the future.

Yours sincerely

Martin BealeLead inspector