

Raynham Primary School

Inspection report

Unique Reference Number	102023
Local Authority	Enfield
Inspection number	335825
Inspection dates	19–20 January 2010
Reporting inspector	Michael Milton

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	701
Appropriate authority	The governing body
Chair	Barbara Atkinson
Headteacher	Marva Rollins
Date of previous school inspection	1 February 2007
School address	Raynham Avenue Edmonton London N18 2JQ
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Age group	4–11
Inspection dates	19–20 January 2010
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**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Introduction

This inspection was carried out by four additional inspectors. The inspectors spent 12 hours 30 minutes observing lessons and examining pupils' work. They held meetings with governors, staff and groups of pupils. They observed the school's work, and analysed pupils' work, the school's policies and improvement plan, as well as questionnaires from 213 parents and carers, 84 pupils and 67 members of staff.

An Ofsted administrative error resulted in the omission of one question in the parental questionnaire. Whilst this has not affected the overall outcome of the inspection it does mean that the parental response on the question '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)' is not recorded in the report.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of using assessment to improve pupils' learning and progress
- the progress of current pupils
- the effectiveness of actions to improve boys' progress during Key Stage 2.

Information about the school

Raynham Primary is a large school. Around three quarters of the pupils, much higher than average, speak English as an additional language. Many of these pupils are at an early stage of learning English. About nine out of ten pupils come from a wide range of minority ethnic groups. The largest of these groups are Black African and

White European. An above average proportion of pupils have special educational needs and/or disabilities. Some of these pupils have complex needs but most have behavioural and emotional problems or experience particular learning difficulties with English. The school's awards include Healthy Schools status, International School status and Sustainable Schools Award. The proportion of pupils eligible for free school meals is double the national average. The number of pupils who join or leave the school at other than the usual times is above average. The Early Years Foundation Stage provision has a nursery, with morning and afternoon groups, and four Reception classes. Angel Raynham Centre for Families Childcare Village is a designated children's centre on the school's site and managed by the governing body, providing care for 58 children aged between 6 months and 4 years. The local authority has a children's public library at the school. An independently run club provides care for pupils after school and during some of the holidays.

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?

3

The school's capacity for sustained improvement

2

Main findings

Raynham Primary is a rapidly improving school that currently provides a satisfactory standard of education for its pupils. The school has a number of excellent strengths including first-rate care and support for pupils. These help them feel very safe and remove the barriers to learning that many pupils face. Children start school with skills and knowledge that are well below those expected. By the end of Year 6, attainment remains low in English, mathematics and science but is showing marked improvement. The gap is narrowing between the school's attainment and national averages. Parents are very pleased with the school and one wrote, 'This is a family run school that has a fantastic way of not just teaching but also nurturing.' The leadership of the exceptional, dedicated and wise headteacher has created a strong staff team committed to providing high quality care and education for all pupils and a strong partnership with their families. During Key Stages 1 and 2, pupils make good progress and one wrote: 'My friends and teachers help me to learn a lot.' All groups of pupils, including those who are at an early stage of learning English and those eligible for free school meals, make good progress and are fully involved in the school's life. Pupils are making more progress in mathematics this year as a result of good improvements to provision, including extra lessons on Saturday mornings. A weakness in boys' progress has been addressed by providing special activities, such as the football reading club, and ensuring that teaching in small and class groups meets their needs and interests. Consequently, equality of opportunity is good.

Teaching has many strengths, including effective class management and a variety of interesting, practical activities that engage pupils successfully in learning. Pupils' exemplary behaviour ensures they are very receptive and responsive to challenges.

In a small minority of lessons, learning is less effective because the pace of teaching is not brisk enough and tasks do not challenge the pupils sufficiently. In many lessons, teachers use assessment very effectively to help pupils learn as much as possible. For example, marking shows pupils clearly how to improve their work and pupils assess their own work using agreed criteria. They know their targets and the steps they need to take to achieve them. However, this good practice is not consistent in all classes. The well-planned, interesting curriculum focuses closely on English and mathematics as well as giving pupils a wide range of varied learning experiences, for example through its outstanding global dimension.

Pupils' outstanding spiritual, moral, social and cultural development is reflected in their behaviour, their understanding of the moral aspects to local and international issues, and the way they respect difference and celebrate diversity. These factors make an

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important contribution to pupils' satisfactory overall achievement. Pupils work very effectively in class and small groups. Reflecting the school's Healthy Schools status, pupils have an excellent understanding of the importance of a healthy diet and take part in a very good range of physical activities. They readily take on a wide range of responsibilities such as reading partners, playground buddies and 'Raynham runners'.

Rigorous monitoring and evaluation of the school's performance give senior leaders and governors an accurate knowledge of the school's successes and areas for improvement. They use this knowledge to plan a wide range of developments that are improving the school. Evaluation reports do not always focus sufficiently on pupils' learning, and the improvement plans for English, mathematics and science are not always precise enough about the actions to be taken and how the impact of these actions on pupils' progress will be measured. The school's excellent contribution to community cohesion is seen both in the individual support it offers to parents and carers, and in the wide range of services it provides for the community as an extended school and through its children's centre, and in the way it develops pupils' understanding of the range of United Kingdom and world culture. The school has a good capacity for sustained improvement because the strong staff team is committed to providing high quality care and education, there has been a marked improvement to attainment since the last inspection, and professional development is used effectively to improve all aspects of provision.

What does the school need to do to improve further?

- 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 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.

Outcomes for individuals and groups of pupils**3**

In a large majority of lessons, pupils enjoy learning. For example, Year 1 pupils were highly motivated to write following their enjoyable visit to the school's farm. Pupils are expected to work quickly but without having to rush. In a Year 5 lesson, pupils' attainment increased rapidly because the calm, precise teaching and effective assessment enabled them to use adverbs in complex sentences. As a result of their good levels of self-confidence, pupils are happy to ask and answer questions, and respond well to teachers' guidance about how to improve. So in a Year 6 guided reading lesson, pupils' comprehension and reading skills improved markedly in response to the

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teacher's praise, encouragement and challenge. Pupils respond well to teachers' high expectations and take a pride in their work. This is evident in the high standard of presentation and neat, joined handwriting.

Pupils with special educational needs and/or disabilities achieve well because their needs are well known to staff, their progress is carefully tracked and there is a wide range of well-targeted special learning programmes. Similarly, pupils at an early stage of learning English make good progress because they receive carefully planned support.

Pupils feel free from racism and other forms of harassment. Their attendance rate has improved and is average. They know the school's values and are hugely supportive of each other. Pupils from different backgrounds work and play happily together. There is a high participation rate in school clubs by pupils from all groups within the school. Reflecting its Sustainable Schools Award, older pupils have an excellent understanding of climate change. Pupils have very effective links with the local community. They give strong support to charities in the United Kingdom and abroad. Although pupils' literacy and numeracy skills are below average, their outstanding personal and teamwork skills mean they have a sound preparation for the future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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How effective is the provision?

Pupils usually make good progress in lessons. In these lessons, there are clear, well-structured instructions and explanations, teaching assistants help pupils learn in all parts of lessons, and there are well-planned concluding activities that enable teachers to assess pupils' progress. Pupils make outstanding progress in a few lessons. For example, in a Year 6 English seminar for the whole year group, pupils made exceptional progress as the expert teaching kept all pupils engaged and attentive and provided pupils with clear guidance about how to improve their standards. The curriculum is enriched by a very good range of visitors, class visits, including residential outdoor education courses for Years 5 and 6, and a good range of clubs. In addition, the school provides Saturday morning and Easter holiday lessons. Staff know each pupil well and are accessible to parents and carers. One wrote: 'The headteacher and staff are approachable and easy to talk to, and will always try to solve any problems.' There is excellent support for vulnerable pupils, including those with low levels of personal development and those facing difficult personal circumstances, such as a family bereavement. Good systems help new pupils quickly settle into the school and start learning. A very good range of partnerships contribute to pupils' care and education, such as the availability of a children's library on the school's site. There are very good strategies to encourage regular attendance.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher's vision to provide an enriched education and commitment to improvement is shared by all staff. One member of staff wrote: 'All that is done or required of staff is for the benefit of the pupils and their families.' The headteacher is very well supported by the senior team and leaders at all levels. Governors have a detailed knowledge of the school's strengths and weaknesses and provide support and challenge to the school. The challenging targets set for the progress of pupils each year reflect senior leaders' high expectations for the pupils. These expectations are shared by other staff but are not yet fully realised. A good system is used to monitor the progress of individuals and groups of pupils and to identify any underachievement. This leads to prompt action to improve the learning for those pupils. Equality of opportunity is at the heart of the school's work. There are good policies and procedures for making sure that

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pupils are safe. The school's community is strong and supportive of all its members. Reflecting its International School status, pupils take part in activities with the link schools in other countries such as an international science competition with a partner school in China. The school evaluates its work for community cohesion rigorously and is always seeking ways to improve its effectiveness.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress during the Nursery and Reception classes, although girls make more progress than boys. However, because of their very low starting points, attainment at the start of Year 1 is well below average. Standards are rising for their personal, social and emotional development along with their communication, language and literacy skills. Children make good progress because there are good relationships with adults, a wide range of interesting resources and a calm sense of order. They are keen to engage in activities and behave well. Adults' detailed planning uses assessment to shape activities so that they are well matched to the needs of individuals and groups of children. Children with special educational needs and/or disabilities are quickly identified and effectively supported. Skilful questioning helps children think for themselves, and there is a good balance between child-initiated and adult-directed activities. In Reception classes, paired discussions help children find solutions to problems. Occasionally, Reception activities do not engage all of the children because adults do not give children sufficient opportunities to use their initiative.

There are good arrangements for communicating with and supporting parents and

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carers. For example, they contribute to children's learning journey books. Targets are set for each child and their progress towards these is carefully monitored.

There are very good levels of care for children, especially for the youngest who have just joined the Nursery.

Angel Raynham Centre for Families Childcare Village has made good progress in addressing the actions for improvement identified by its inspection in 2006. Its good provision includes some excellent aspects, such as the high quality of care and safety. It has good resources for learning indoors and outside. The well-qualified staff support children's play and learning effectively, although sometimes they do not give children sufficient opportunities for initiative and independence. Adults plan a good range of interesting activities which are well matched to children's needs, but sometimes planning does not focus on what the children should learn. Good relationships build children's confidence and result in children's interest and involvement in activities. The Centre is effectively led with particular strengths in working in partnerships with parents, carers and a wide range of organisations. It meets all statutory requirements and has good procedures for handling any complaints.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The parents and carers are very pleased indeed with all aspects of the care and education the school provides for their children. Almost all parents and carers expressed positive views about the school. A good number of them wrote about particular concerns or aspects about which they were particularly pleased. However, there was no common agreement to these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Raynham 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 12 statements about the school.

The inspection team received 213 completed questionnaires by the end of the on-site inspection. In total, there are 701 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	110	52	98	46	6	3	0	0
The school keeps my child safe	98	46	105	49	5	2	2	1
The school informs me about my child's progress	78	37	118	55	13	6	2	1
My child is making enough progress at this school	72	34	120	56	19	9	1	1
The teaching is good at this school	82	39	114	54	11	5	0	0
The school helps me to support my child's learning	63	30	110	52	32	15	1	1
The school helps my child to have a healthy lifestyle	65	31	124	58	17	8	2	1
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)	0	0	0	0	0	0	0	0
The school meets my child's particular needs	45	21	136	64	20	9	0	0
The school deals effectively with unacceptable behaviour	60	28	122	57	17	8	4	2
The school takes account of my suggestions and concerns	41	19	132	62	19	9	4	2
The school is led and managed effectively	70	33	120	56	8	4	1	1
Overall, I am happy with my child's experience at this school	96	45	104	49	11	5	0	0

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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 January 2010

Dear Pupils

Inspection of Raynham Primary School, Edmonton N18 2JQ

We really enjoyed visiting your school. Thank you for making us so welcome. We were impressed by your excellent behaviour and self-confidence. We learnt much about your school by talking to many of you and the staff.

Your school provides you with a satisfactory education. Although it is excellent at helping you develop as people, standards in English, mathematics and science are not high enough. All adults take exceptionally good care of you, especially if you need some extra support. It was good to hear from you that you feel very safe at school. You enjoy the interesting activities and visits, including the school's own farm. We were impressed by the way that you care for each other and help each other learn. You have an excellent understanding of climate change and the 'power down' day sounded very interesting.

You make good progress with your learning because your lessons give you interesting and well-planned activities so that you can meet the success criteria you are set. Like you, we enjoyed the Year 6 English seminar when you learnt a great deal in a short time. In most lessons, teaching stretches you and helps you learn a great deal, and you are clear about how to improve your work because of the marking, target setting and opportunities to assess your own work. In a small number of lessons, teaching does not stretch you to do your very best work and marking does not make it clear enough how you can improve. We have asked your headteacher and staff to work on this so that all teaching helps you to make the best possible progress. Although the school's standards at the end of Year 6 are improving, they are still too low in English, mathematics and science.

The headteacher and staff work very hard to improve your care and education. Many improvements are being made to help you make faster progress. We have asked the school to make changes to the development plans for English, mathematics and science so that there is a much stronger focus on how to improve your learning.

You can all help your school to get even better by thinking carefully about how to reach your targets and taking action when you have read teachers' comments in your exercise books. Carry on with your excellent behaviour and good work!

Yours sincerely

Michael Milton

Lead Inspector

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