

Raine's Foundation School

Inspection report

Unique Reference Number	100979
Local Authority	Tower Hamlets
Inspection number	376493
Inspection dates	17–18 November 2011
Reporting inspector	Paul Metcalf

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

Type of school	Comprehensive
School category	Voluntary aided
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	843
Of which, number on roll in the sixth form	142
Appropriate authority	The governing body
Chair	Benedict Wallbank
Headteacher	Gordon Clubb
Date of previous school inspection	24–25 September 2008
School address	Approach Road Bethnal Green London E2 9LY
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Age group	11–19
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Introduction

This inspection was carried out by five additional inspectors. Inspectors observed 42 lessons and 39 teachers. They looked at a range of data and documentation, including school policies, development plans, assessment data, safeguarding documentation and the governing body minutes. They held meetings with staff, students and members of the governing body. The responses to questionnaires completed by staff, students and 40 parents and carers were also analysed.

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

- The extent to which evidence from lesson observations, work scrutiny and available data support judgements about attainment and progress.
- The quality of teaching and whether it is securing sufficient progress and learning for all students.
- The effectiveness of leaders at all levels in monitoring and evaluating the work of the school to promote improvement.

Information about the school

The school is a smaller-than-average-sized secondary school based on two sites in Bethnal Green. About half of the students are of White British heritage, with significant numbers of African, Caribbean and Bangladeshi students making up the remainder. The proportions of students with special educational needs and/or disabilities, from minority ethnic groups, or known to be eligible for free schools meals are all well above the national averages. The proportion of students with a statement of special educational needs is above average, as is the proportion speaking English as an additional language. The school has gained Healthy Schools and Sportsmark awards. It is a humanities specialist school, focusing on English, citizenship and religious studies.

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

Raine's Foundation School is a good school. Several aspects of its work are outstanding. Students' achievement is good. They make good progress, and attainment by the end of Year 11 is broadly average. The school's focus on the core subjects has improved attainment in English and mathematics, as well as the proportion of students gaining five or more A* to C grades including English and mathematics. Outstanding leadership and the support of senior managers and middle leaders have contributed significantly to improvements in teaching and learning, especially in Key Stage 4 and the sixth form.

Students enjoy harmonious relationships with each other and show considerable respect, tolerance and understanding for each other's religious beliefs, backgrounds and ethnic origins. They are overwhelmingly positive about the school and say that they are extremely well cared for and feel exceptionally safe. Care, guidance and support are outstanding, assisted by the work of the school chaplain, who has a considerable influence on the school and the local community. Students enjoy school, as reflected in their high levels of attendance. Their behaviour in lessons and around the school is usually good, especially in the upper school. In the few lessons where behaviour was not as positive, this was because staff did not consistently apply school procedures for managing students' behaviour.

Partnerships with the church and the community are used extremely well to support the personal and social development of students, as well as to enhance the curriculum. Students make an outstandingly positive contribution to the life of the school and its wider community, including a tradition of fundraising activities and a flourishing Duke of Edinburgh's Award Scheme programme. Students' views are sought regularly. The school offers many opportunities for students to be reflective and spiritually aware. Students have a clear set of shared values and demonstrate excellent understanding of diverse cultures and the world beyond school.

The good teaching makes a strong contribution to students' learning. Lessons are characterised by strong relationships, secure subject knowledge and effective lesson planning, including carefully focused starter activities and well-considered plenaries. In the weaker lessons, which were most prevalent in Key Stage 3, input from the teacher dominated lessons and the teacher's knowledge of students' previous learning was inconsistent, so that the work set was often too difficult or too easy. Assessment information is detailed and extensive, but, in Key Stage 3 particularly, is not used sufficiently well to ensure that tasks set in lessons are matched to students' different abilities and to provide enough challenge for the higher-attaining students.

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The effectiveness of leadership and management is outstanding. The headteacher, senior managers and middle leaders share a clear vision to improve students' achievement. They are highly ambitious for the school and its students and know the strengths and weaknesses of the school extremely well. They have a sharp focus on raising achievement, which is shared by all staff, who appreciate that developing teaching and learning, together with rigorous monitoring and the use of data, are essential elements for future success. Given the secure track record of improving outcomes for students, the good level of teaching and the well-focused plans for the future, there is good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment in English and mathematics, so that the proportion of students gaining five or more A* to C grades including English and mathematics is above average.
- Increase the proportion of good and outstanding teaching in Key Stage 3 so that it matches the performance in the rest of the school by:
 - identifying and sharing the outstanding practice which already exists within the school
 - ensuring that lesson planning takes greater account of the range of ability and provides sufficient challenge for higher-attaining students
 - ensuring that staff apply school procedures for behaviour management consistently in all lessons.

Outcomes for individuals and groups of pupils**2**

Attainment in English and mathematics is increasing and data for the current Year 11 students indicate further improvements are possible in 2012. The average point score and the proportion of students gaining five or more A* to C grades excluding English and mathematics were both significantly above national averages. Inspectors confirmed, through their observations of teaching and learning, that students are making good progress in the large majority of their lessons and better progress than this in a few. Students with special educational needs and/or disabilities and those who speak English as an additional language make similar progress as a result of targeted support and personalised intervention.

Students are motivated and eager in class. They want to do well and know what to do to improve. They listen carefully to one other and reflect on what they are learning and how well they are doing. For example, in an outstanding Year 11 mathematics lesson, students considered possible totals when three dice were rolled. They realised quickly that certain outcomes were more likely than others and worked diligently to identify combinations, with the support and encouragement of the teacher. Their enthusiasm, engagement and motivation ensured that, by the end of the lesson, they had made outstanding progress on challenging work.

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Attendance is high and the number of students who are persistently absent is decreasing. Discussions and responses to questionnaires confirm that students enjoy school and feel safe. Exclusion rates are falling and students' good behaviour makes a positive contribution to their learning. The school has gained awards for health and sports and students respond positively to the advice provided on healthy living, as well as engaging enthusiastically in physical education lessons and extra-curricular activities. They are successful in team sports and are proud to represent the school. Students are well prepared for their future working lives through the 'Preparation for Adult Life' course and the externally validated certificate in preparation for working life. The overwhelming majority of students leaving school enter into further education, training or employment.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	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
The extent to which pupils feel safe	1
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	2
Taking into account:	
Pupils’ attendance ¹	1
The extent of pupils’ spiritual, moral, social and cultural development	1

How effective is the provision?

The quality of teaching is good. Relationships between teachers and students are supportive and expectations are high. Teachers know their subjects well. Lesson planning is comprehensive, offering a clear structure to the lesson, using carefully considered resources. The strongest teaching was observed in Key Stage 4 and the sixth form, where fast-paced lessons included a suitable focus on examination requirements. The weakest teaching occurs in Key Stage 3. In weaker lessons, the teacher’s talk dominates the lesson, so students have little opportunity to think. In addition, planning does not take sufficient account of students’ prior learning, so that

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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work is not always pitched at the right level.

Assessment is good. Marking in books is regular and this often includes regular comments on what students need to do to improve. School data are used effectively to track the progress of individual students and to provide additional support to any who are underperforming against expectations. However, the sophisticated use of data in classrooms is less secure, especially in matching work to students' different abilities and providing challenge for higher-attaining students.

The good curriculum provides alternative provision for higher-attaining students and for students with special educational needs and/or disabilities. Examples include the recent introduction of three separate sciences and college placements, where these are deemed more appropriate. The humanities specialism has been instrumental in ensuring knowledge and understanding of other cultures and religions, with one student commenting that 'It's important to know how people live and what they believe.' Literacy skills, across the school, are supported particularly well, but numeracy less so. The curriculum makes a positive contribution to students' enjoyment of school, to their achievement, and to their personal and emotional development. That is reflected, for example, through the well-attended extra-curricular activities and the high numbers of students involved in the Duke of Edinburgh's Award Scheme.

Care, guidance and support are outstanding, as reflected in high attendance rates, successful transition arrangements, strong support for potentially vulnerable students, and the extensive provision for students at risk of being excluded. Practices and procedures to support students are effective and contribute significantly to their confidence and their good behaviour. The quality of information, advice and guidance, including careers advice, is strong, with considerable emphasis on preparation for further education and adult life. Strong partnerships with external agencies provide additional support for the potentially most-vulnerable students and their families.

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

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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How effective are leadership and management?

The headteacher provides inspirational leadership and, supported by senior managers and middle leaders, has given staff a clear sense of direction and instilled an ambition to improve their teaching, thus raising academic standards. Leaders and managers are regarded highly by students, staff, and parents and carers. Challenging targets have been set and students' attainment has improved since the last inspection, both in GCSE examinations and in the number of AS and A-level passes in the sixth form. However, the school acknowledges that there is more to be done, partly through sharing good practice and, especially in Key Stage 3, to ensure consistently good practice in teaching, learning, assessment and managing students' behaviour.

The governing body is effective and involved actively in setting the direction of the school. Discussions and minutes of meetings confirm that the governing body is well informed and makes a strong contribution to the work of the school. It is knowledgeable and committed. It discharges its statutory duties effectively and uses its extensive expertise to provide increasing challenge to the school. The school enjoys good relationships with parents and carers. Review days, option evenings and information evenings are well attended. The school makes good use of surveys to ensure that parents' and carers' views are known and acted upon.

The good arrangements for safeguarding ensure that appropriate attention is given to child protection issues and to maintaining appropriate records. All staff receive regular child protection training. Equality of opportunity is good and the school complies with statutory requirements, including the provision of appropriate equality plans. Data confirm that there are no significant differences between the performances of different groups of students, other than the achievement of students in Key Stage 3, which is not as secure as in Key Stage 4 and the sixth form. The promotion of community cohesion is outstanding and students develop an extensive understanding of diversity and interdependence through the specialist subjects of citizenship and religious studies. The school enjoys strong links with a number of local community projects, including St Margaret's House and the U-Turn Project. International links are supported well through exchange visits with schools in Sweden, China and Palestine, ensuring students' understanding of different communities and raising their awareness of different cultures.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
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

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The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
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	2

Sixth form

Students make good progress in the sixth form to achieve results in AS and A-level examinations which are in line with the national averages. Students' achievement has improved significantly in recent years, with the 2011 results continuing the upward trend in examination performance. Students make a positive contribution to the school and actively involve themselves with younger students. Outside of school, they undertake voluntary work within the local community, including work with partner primary schools and local charities.

Teaching and learning are good. Students enjoy positive relationships with their teachers and benefit from the opportunity to work cooperatively with one another, including taking responsibility for their research and learning. Students receive constructive feedback on their progress and what they must do to improve. For example, in a Year 13 biology lesson, students received frequent verbal and written feedback from their teacher and were encouraged regularly to reflect on their own learning, as well as the learning of their peers.

The curriculum is broad and balanced, with an increasing number of vocational courses to cater more appropriately for the range of ability in the sixth form. Care, guidance and support are strong and students benefit considerably from the high levels of personal and academic support provided by their form tutors. Students receive suitable advice and guidance on career choices, college places and university applications through school assemblies and visiting speakers. Attendance is improving, although punctuality remains a problem in a small minority of lessons.

Leadership and management of the sixth form are good. Sixth-form leaders make good use of monitoring, evaluating and planning to ensure the early identification of underachievers and to take appropriate action. Leaders have a clear understanding of the strengths and weaknesses in the sixth form and a determination to raise academic standards even further. Evolving procedures and practices are beginning to bring about improvements in the attainment and progress of students in the sixth form.

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

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	2
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

A relatively low proportion of parents and carers responded to the questionnaire, but those who did were positive about the education their children received at the school. Their views are in line with the judgements made by inspectors and supported by the school's own parental surveys. The overwhelming majority of those who responded agree that their children enjoy school and that the school keeps them safe, meets their needs and informs them about their children's progress. Most agree that the school takes account of their suggestions and concerns and that they are helped to support their children's learning. A very large majority confirmed that teaching is good and that the school is led and managed well. There were very few negative responses, although one parent confirmed inspection evidence that the lower school looked 'tired and neglected'.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Raine’s Foundation 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 school received 40 completed questionnaires by the end of the on-site inspection. In total, there are 843 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	48	21	53	0	0	0	0
The school keeps my child safe	29	73	10	25	0	0	0	0
The school informs me about my child’s progress	26	65	14	35	0	0	0	0
My child is making enough progress at this school	29	73	9	23	0	0	0	0
The teaching is good at this school	26	65	12	30	2	5	0	0
The school helps me to support my child’s learning	22	55	16	40	0	0	0	0
The school helps my child to have a healthy lifestyle	17	43	19	48	1	3	0	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)	16	40	19	48	2	5	0	0
The school meets my child’s particular needs	23	58	16	40	0	0	0	0
The school deals effectively with unacceptable behaviour	22	55	15	38	1	3	0	0
The school takes account of my suggestions and concerns	11	28	26	65	1	3	0	0
The school is led and managed effectively	23	58	15	38	0	0	1	3
Overall, I am happy with my child’s experience at this school	29	73	9	23	2	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 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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"> ■ 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 pupils' 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.



19 November 2011

Dear Students

Inspection of Raine's Foundation School, London E2 9LY

On behalf of the inspectors who visited your school recently, I am writing to thank you for the very friendly and polite welcome you gave us during our time in the school. We enjoyed meeting and talking to you in your lessons and around the school. We noted your positive responses in the student questionnaires, confirming that you enjoy school and feel safe. We were also pleased to note that you know how well you are doing and what to do to improve further.

We have taken your views and those of your parents and carers, and school staff, into account in arriving at our judgement that your school is a good school. Several aspects of the school's work are outstanding, including care, guidance and support and your engagement with local, national and international communities. The quality of teaching and learning is good and the curriculum offers sufficient breadth to cater effectively for your individual needs and future aspirations. Examination results are improving and you are making good progress.

We have asked your teachers to continue to raise attainment and progress in English and mathematics. We have also asked them to increase the proportion of good and outstanding teaching in Key Stage 3 by sharing best practice, ensuring lesson planning takes greater account of the spread of ability in the class and ensuring that all staff apply school procedures for managing your behaviour consistently.

Finally, you told us that the headteacher and senior staff do a good job and we agree that the leadership of the school is outstanding. Indeed, we have every confidence that, with your continued help, the school will continue to grow from strength to strength.

Once again, thank you for your contribution to the inspection and very best wishes for your future success and happiness.

Yours sincerely

Paul Metcalf
Lead Inspector

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