

# Raine's Foundation School

Approach Road, Bethnal Green, London E2 9LY

## Inspection dates

10–11 November 2015

## Overall effectiveness

**Requires improvement**

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- The governing body does not provide effective challenge to leaders and does not hold them to account sufficiently well. Records of their meetings lack appropriate focus, strategy and detail.
- Leaders have not focused enough on improving the quality and consistency of teaching, learning and assessment. This means outcomes for pupils have not improved rapidly enough.
- Leaders' monitoring and evaluation lacks structure, detail and sufficient rigour. As a result, leaders are sometimes uncertain about the impact of different actions. This hampers the pace of improvement at the school.
- The most recent academic outcomes, and information about current year groups, show improvement in different areas. Nonetheless, the progress of disadvantaged pupils in some key subjects lags behind that of other pupils in the school and nationally.
- The expectation from teachers about the quality and quantity of work within lessons is highly variable. This leads to pupils sometimes having a lack of engagement and pride in their work, and has a negative impact on their learning.

### The school has the following strengths

- The sixth form is good. Strong and effective leadership in this area means teaching over time is effective in securing good outcomes for pupils. Meaningful information and honest advice and guidance means that pupils select courses appropriate to their need, ability and aspiration.
- Since his appointment, the headteacher has made many positive changes to the school. He is ambitious for, and realistic about, the future direction of the school.
- Pupils are quick to settle in lessons and their behaviour and attendance have improved over time. They are well cared for and have a sound understanding about how to keep themselves safe in modern society.
- The school works well with other agencies to ensure the appropriate care and support of vulnerable pupils. This is well managed and tracked.

## Full report

### What does the school need to do to improve further?

- Improve leadership and management and raise outcomes rapidly by:
  - ensuring that the governing body has the appropriate skills, knowledge and structure to support, challenge and hold leaders of the school to account effectively
  - improving systems for monitoring, review and evaluation to ensure a sharp and clear understanding of the impact of actions on outcomes
  - ensuring routine and systematic analysis and evaluation of gaps in the achievement of disadvantaged pupils in comparison to their peers and all other pupils nationally, so that they narrow rapidly over time.
- Improve teaching, learning and assessment, and outcomes, and provide greater consistency in lessons by ensuring that:
  - all staff have high expectations of the quality and quantity of work to be produced in lessons so that pupils take greater pride in their work and are challenged to develop and deepen their learning
  - monitoring within lessons is such that pupils are engaged in, and take ownership of, their learning
  - all staff provide pupils with constructive and meaningful feedback in line with school policy to secure and extend their learning.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- Leadership and management require improvement because leaders have not placed sufficient urgency on improving the standard of teaching, learning and assessment. This means that outcomes have not improved rapidly enough. They do not systematically compare the performance of disadvantaged pupils in the school to all other pupils nationally.
  - The evaluation of pupil premium expenditure lacks detail. Leaders can cite the many areas and interventions on where the school is spending the additional funding, but are less confident in gauging the impact of these actions. This means that the effectiveness of the various strategies is unclear. Some strategies are having a positive impact on reducing gaps, for example in mathematics, but others are not. Gaps are not closing quickly enough throughout the school.
  - Leaders monitor the quality of teaching in a structured way, but too often focus on the management of behaviour within lessons rather than on learning and progress. This means that outcomes have not improved rapidly and vary between different subject areas. The information gleaned by leaders from lessons and scrutiny of pupils' work links to staff training. Leaders are correct in their view that the inconsistent implementation of new practices across the school has hindered the impact of this training. Leaders do not shy away from tackling specific cases of weak teaching and have a detailed process for managing teachers' performance. This means that teaching is improving steadily but significant inconsistency remains across the school.
  - New systems and structures for assessment help leaders to track pupils' performance. This is a significant development at the school. However, some aspects require continued refinement and further improvement. A range of mechanisms and approaches exist to the setting of targets in the school, but there is a disconnect between pupil-level targets, department-level targets and those of the whole school. This lack of coherence and clarity means that the future growth of the school is not defined clearly.
  - Since his appointment in January 2014, the headteacher has made a number of positive changes to the school including the introduction of new and improved systems for monitoring behaviour, assessment and attendance. These changes are having a positive impact. Levels of attendance continue to improve and are now broadly in line with the national average. Levels of persistent absence are now below those nationally.
  - The curriculum of the school is appropriate for the needs of the cohort. It is under constant review to ensure that it is broad and balanced. Leaders are right in their rationale behind plans to remove particular vocational courses in favour of more academic-focused ones in order to increase the level of challenge. An increasing and significant number of pupils take up a foreign language at Key Stage 4.
  - A wide range of other activities supports the academic curriculum well. These include the number of clubs and trips. The school is right to be proud of its basketball and table tennis provision, and of the significant number of pupils engaged in the Duke of Edinburgh award scheme.
  - Levels of care and support for vulnerable pupils or those who are disabled or have special educational needs are effective. Frequent engagement with a wide range of professionals and careful monitoring lead to well-coordinated provision. The establishment of a 'behaviour support assistant' has been successful and the attendance and behaviour of some of the school's most vulnerable pupils have improved significantly. Leaders are right in their view that the next stage of development in this area is to have a greater focus on outcomes and on ensuring continuity of learning.
- **The governance of the school**
- Governors are complimentary of the headteacher and the many changes he has made to the school since his appointment. They recognise the school is improving, but are less definite about whether the rate of change meets their expectations.
  - The governing body has recently agreed to consult on an open admissions policy for the school. They are justified in their belief that an open admissions policy will increase numbers in the school.
  - Governors do not hold leaders of the school to account sufficiently well. The poor planning and lack of focused approach to their meetings mean that governors do not routinely discuss key aspects of the school, including teaching, learning, achievement and the performance of key groups, including disadvantaged pupils. Records of meetings, although lengthy, lack relevance, detail and clarity.
  - Reviews of policies are cursory: governors do not evaluate the effectiveness of current practice and consider how it might be improved. This means that some policies of the school lack substance, meaning and worth.

- Governors' views about the future development of the school lack precision. For example, they are unclear and uncertain about what outcomes in three years' time might be. This lack of detailed consideration limits the rate of development at the school.
- The arrangements for safeguarding are effective. Pupils can describe clearly the actions of the school in helping them to keep themselves safe. They are aware of the risks in modern society such as the dangers of extremism and radicalisation, forced marriage, domestic violence and female genital mutilation. The school has utilised support from the local authority and the diocese to aid this, and it engages fully with the 'Prevent' strategy.

## **Quality of teaching, learning and assessment** requires improvement

- The quality of teaching, learning and assessment requires improvement because significant inconsistency and variation exist in subject areas and between the different key stages of the school.
- Teachers' expectations about the quality of work, and the quantity of work pupils are expected to complete, is variable. Low expectations mean that pupils do not take pride in their work: presentation is sometimes very poor and work is disorganised. This renders consolidation of learning difficult and has a negative impact on the progress pupils make.
- The level of challenge within lessons is often not high enough. This has a marked and adverse impact on the progress of the most-able pupils. Too often, there are not enough opportunities for pupils to think for themselves. As a result, they do not develop a deep and conceptual understanding.
- Teachers' feedback to pupils is inconsistent. Written feedback from teachers is frequently superficial and not in line with school policy. Teachers do not always identify pupils' misconceptions, and sometimes incorrect responses from pupils are marked as correct. This has an obvious negative impact on learning and progress.
- Assessment of pupils' work is not always accurate. On occasion, teachers assess work as being at a higher level than it actually is. Such inaccuracies within individual subject areas lead to overprediction at a whole-school level. Close scrutiny of English and mathematics means that teacher assessment is much more precise than in other areas. Leaders recognise the need for improvement in this aspect of teaching and have appropriate plans, including working with other schools, to address this.
- Literacy is more developed than numeracy. Many lessons help to support basic literacy well, for example by having a clear focus on subject-specific terminology. However, there are limited opportunities for pupils to develop their extended writing.
- Where teaching is strongest over time, most notably in Key Stage 5, teachers' subject knowledge, planning and questioning mean that pupils develop their skills, knowledge and understanding well. The climate for learning is such that teachers readily challenge pupils to develop their own thinking, and use assessment skilfully to evaluate understanding rather than evidence recall. Pupils are clear about how well they are doing and know what specific aspects they need to work on in order to improve.

## **Personal development, behaviour and welfare** requires improvement

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare requires improvement.
- In lessons, pupils settle quickly and the atmosphere in lessons is calm. However, pupils' attitudes to their learning are not always positive. Some pupils do not engage in their learning enough: they do not apply themselves fully and some quietly ignore what they are required to do. Leaders have correctly identified the need to improve the climate for learning.
- Relationships around the school are, in general, positive. Pupils are appreciative of the support and care they receive from staff. The many different cultural and ethnic groups in the school are respectful of each other and mix well.
- Attendance has improved steadily over recent years and current information indicates that it is broadly in line with the national average. Leaders have worked diligently to reduce the level of persistent absence and it is now below that nationally.
- The school has an appropriate and detailed programme to support pupils' spiritual, moral, social and cultural development. Leaders recognise the need to embed this plan more fully across the school. The Key Stage 3 curriculum includes a weekly lesson of 'preparation for adult life'. This covers a wide range of topics that are designed to contribute to the overall well-being of pupils. Pupils are encouraged to reflect on the weekly 'thought for the week' and the school chaplain helps promote Christian values. Trips

abroad, for example to Palestine, are effective in developing their cultural and moral awareness of the world around them. These, together with other activities, mean that the school prepares pupils well for life in modern Britain.

### Behaviour

- The behaviour of pupils requires improvement.
- Pupils say that while behaviour has improved there is still some bullying in the school. The responses to the Parent View and staff questionnaires, although small in number, corroborate this view. Pupils feel more confident now than in the past that the school will deal effectively with such issues, but sense that some bullying often goes unreported and unnoticed.
- Around school, the large majority of pupils conduct themselves well. However, some display a lack of maturity and pride towards their appearance and their education. The school environment is well maintained, although the lower site lacks the vibrancy of its opposite. The school has refined how it manages pupils' behaviour with an increasing emphasis on rewarding pupils for positive conduct rather than constantly applying sanctions. This is having a positive effect: behaviour continues to improve. Detailed recording of events enables the school to track incidents by type, pupil group and cohorts. Levels of fixed-term exclusions have reduced significantly over the last two years and there is less disruption to lessons. The school recognises the need to use the information on behaviour effectively to secure improvement in teaching and related outcomes.

### Outcomes for pupils

### require improvement

- Outcomes for pupils require improvement because the progress of some groups, including disadvantaged pupils, in key subject areas lags behind that of other pupils in the school and other pupils nationally.
- The provisional GCSE results for 2015 show that a number of key indicators, including the proportion of pupils achieving five or more GCSEs at grade C or above including English and mathematics, improved in comparison to the previous year. Levels of progress in the majority of subjects have improved and attainment is now in line with that nationally. However, while the performance in mathematics has improved by some margin, achievement in English has declined by a similar degree. Progress in both subjects is below the national average.
- Analysis of provisional and historic assessment information shows that the gap in the progress of disadvantaged pupils in mathematics in comparison to non-disadvantaged pupils nationally closed significantly in 2015. Assessment information about current year groups indicates that this gap will disappear in the future. In English, the trend is less positive: significant gaps in progress exist, and these are not closing quickly enough.
- The performance of other groups, such as those who are disabled, have special educational needs or belong to different ethnic groups, is variable. This is because although leaders gather a wealth of information on the achievement of these different groups of pupils, they do not identify patterns or trends sufficiently well.
- Information, advice and guidance relating to future careers or education are effective. A structured approach helps pupils to identify future pathways appropriate to their aspirations. Strong partnerships with business and commerce provide pupils with valuable experience and insight into the world of work. This means that the overwhelming majority progress into education, employment or training.

### 16 to 19 study programmes

### are good

- Leadership and management of the sixth form are highly effective. Leaders monitor and analyse assessment information in a clear and succinct way. The school's evaluation of the sixth form is accurate: leaders know which subject areas need to improve and have appropriate strategies in place to improve them.
- The curriculum covers a wide range of academic subjects and an increasing number of vocational courses that meet the needs of individuals well. It has grown in size steadily since the last inspection and rates of retention are stable, with the large majority of pupils continuing into Year 13.
- Strong subject knowledge of staff coupled with high expectations underpins effective teaching in the sixth form. Planning develops analytical skills, and encourages pupils to synthesise information. Pupils value the frequent assessment and feedback from teachers, and they are clear about what they need to do to develop their learning further.

- Historical information about outcomes in the sixth form shows positive progress. Achievement in vocational courses is particularly strong. The provisional assessment information for 2015 indicates a slight fall in levels of achievement in academic subjects. These are now broadly in line with national averages. This provisional information also shows gaps in the performance of disadvantaged pupils in relation to their peers to be marginal and limited only to the academic courses: there are no gaps in the vocational part of the curriculum. At A level, English literature and mathematics are both popular and perform equally well. A very small number of pupils retake GCSE English or mathematics. Success rates in English are significantly stronger than in mathematics. The school has identified the need to eradicate this inconsistency and has now tripled the curriculum time for the teaching of GCSE mathematics in the sixth form.
- A broad range of activities is effective in preparing pupils for the next steps in their education or careers. Detailed guidance on higher education means the very large majority of the sixth form go on to university, and the 'think forward' programme is successful in ensuring that all other pupils progress into employment or training. This year, the school aims to expand its programme of work experience to include all Year 12 pupils.
- Pupils speak highly of the support they receive from the school and individual teachers. They value the wide range of activities available to them, including those related to sport and the arts. They link the relatively small size of the sixth form to the personalised support and care they receive. They can readily identify risk and know how to keep themselves safe.

## School details

<b>Unique reference number</b>	100979
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10005682

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in 16 to 19 study programmes</b>	Mixed
<b>Number of pupils on the school roll</b>	674
<b>Of which, number on roll in 16 to 19 study programmes</b>	163
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss Carole Day
<b>Headteacher</b>	Mr John Bradshaw
<b>Telephone number</b>	020 8981 1231
<b>Website</b>	<a href="http://rainesfoundation.org.uk">http://rainesfoundation.org.uk</a>
<b>Email address</b>	<a href="mailto:success@rainesfoundation.org.uk">success@rainesfoundation.org.uk</a>
<b>Date of previous inspection</b>	17–18 November 2011

## Information about this school

- Raine’s Foundation School is a voluntary-aided Church of England school, in the Diocese of London. The school is split across two sites in Bethnal Green. The smaller of the two sites caters for pupils in Years 7 and 8 only.
- The school is smaller than the national average.
- More than half of the pupils are from a range of different ethnic backgrounds and cultural heritages, and the proportion who do not have English as their first language is well above the national figure.
- The proportion of pupils who are disadvantaged is above the national average.
- The proportion of pupils identified as being disabled, or with some sort of special educational need, is in line with the national average.
- The school does not use any alternative provision.
- The school meets the government’s floor targets. These set out the minimum expectations for pupils’ attainment and progress.

## Information about this inspection

- Inspectors visited a wide range of lessons across all key stages. In total, 46 lessons were visited during the course of the inspection. Members of the school's leadership team joined a number of these visits to lessons.
- Inspectors spoke to a number of pupils, both formally and informally throughout the two days of inspection. They visited both sites and held a number of meetings with senior staff, middle leaders and other staff. Meetings were held with the governing body, and telephone conversations were held with both the diocese and the local authority.
- The inspection team scrutinised a range of documentation provided by the school including information linked to attendance, behaviour, teaching and learning, performance management, development plans and minutes of governing body meetings. They also evaluated the school's own assessment of its own performance.
- Inspectors considered the school's own survey of parents and a small number of responses to Parent View. They took account of 12 responses to a questionnaire for staff.

## Inspection team

Sai Patel, lead inspector

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Her Majesty's Inspector

Her Majesty's Inspector

Her Majesty's Inspector

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