

# CHILDREN AND EDUCATION OVERVIEW AND SCRUTINY SUB-COMMITTEE

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Tuesday, 25 June 2019 at 6.30 p.m.

C3 - Town Hall Mulberry Place

## SUPPLEMENTAL AGENDA

**This meeting is open to the public to attend.**

**Contact for further enquiries:**

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**4 .2 SCHOOL ORGANISATION: Raines Foundation School**

**3 - 70**

A presentation by Christine McInnes, Service Head Education & Partnership and Terry Bryan, Head of Pupil Services

# **Raine's Foundation School**

**Public consultation on a proposal to close Raine's Foundation School from 31 August 2020 (including plans to expand nearby Oaklands Secondary School, for the transfer of Raine's pupils)**

**This consultation closes on 24 July 2019**

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## Introduction

Tower Hamlets Local Authority, the Church of England London Diocesan Board for Schools (Diocese) and the Interim Executive Board (IEB), which is currently providing governance for Raine's Foundation School (Raine's), are considering the School's closure as part of an amalgamation with nearby Oaklands Secondary School.

This proposal is being made in response to the declining and now low number of pupils who attend the school (520 pupils attending a school with a capacity of 1050) and the significant financial problem this presents. There is every indication that the number of pupils attending Raine's will fall even further over the coming years. The Local Authority (LA) has a duty to secure high quality education for all children. Despite best efforts to find robust solutions, the LA and Diocese are unable to be confident that this School can become secure enough to provide the best quality education for the children of Tower Hamlets and surrounding areas.

The LA is therefore seeking the views of all interested parties on a proposal to close Raine's School as part of its amalgamation with Oaklands School with effect from 31 August 2020.

Please take the time to read this document and attend one of the meetings that have been arranged to discuss the proposal further, and ask any questions that you might have. Details of meetings can be found on page 18. This document provides details of the proposal, other options that have been considered, and how you can make your views known.

In reaching this stage the LA along with the IEB and the Diocese has explored a number of options to maintain the School, but none have proven to be feasible. The LA is aware that the previous Raine's Governing Body explored the potential for the School to convert to academy status, but decided against this option.

If Raine's School is to be closed a legal process will be followed and this is explained in Section 4 below. This public consultation is the first step of that process.

The final date for receipt of responses to this consultation is **24 July 2019**.

## 1. Summary

Raine's School is located in the Bethnal Green area with a Planned Admission Number (PAN) of 150 and a total capacity for up to 1050 pupils (11-19).

It serves the local community, as well as a small number of pupils who live in neighbouring boroughs, mainly Hackney and Newham. Map 1 on page 21 shows where pupils' currently attending Raine's live.

The number of pupils applying for Year 7 entry at Raine's has been declining for some time (see Table A. on page 19). As a consequence, the pupil roll at the school has been falling over a number of years and pupil forecasts indicate that that the number on roll in Years 7 - 11 will continue to fall over the coming years (see Table B. on page 19).

Numbers on roll in the school's 6<sup>th</sup> Form have also declined and this is having an impact on the range of options and subjects available for post 16 students (see Table C. on page 19).

Because of the increasingly low numbers of pupils at Raine's (that are not predicted to increase), financial pressures have been building at the school which makes it financially unsustainable (see pages 5 and 6 and Table D on page 20 for more information). It is therefore necessary to consider options, including whether the school needs to close. In addition, it is proposed to expand nearby Oaklands School to provide places for all of the pupils currently on roll at Raine's. Oaklands School has been consistently judged by Ofsted as 'Good' and has amongst the highest GCSE outcomes in the borough. It is popular with local families due to its performance, effective governance and strong leadership. The school has the facilities to add more capacity and is well placed to provide a good education to additional pupils, without an adverse effect on standards. Oaklands is already providing support to Raine's as part of the LA intervention plan.

The IEB of Raine's has been in discussion with the LA and the Diocese about the declining number of applications and the predicted falling roll. Discussions have included consideration of ways for the school to secure its future and provide a better quality of education for its pupils. The options discussed include federating with another school, amalgamating with an existing Church of England school, reducing the intake of the school and expanding the school. Previously, the Governing Body of Raine's had considered joining an academy trust.

More detail on these options can be found on page 7. Unfortunately, none of the options discussed to sustain Raine's going forward appear achievable. The closure of the School, as part of a process of an amalgamation with nearby Oaklands School, seems the best option.

Details of the proposed closure of Raine's and the planned expansion of Oaklands School, along with information about the process, can be found from page 9 onwards.

## 2. Raine's Foundation School

Raine's aims to provide an environment that ensures all pupils can be the best they can be every day and achieve their potential in all aspects of life.

To achieve its aims it is critical that the school is able to fund and deliver a full range of educational and extra-curricular activities. Schools are funded by a national formula that is based on the number of pupils registered at the school as well as a lump sum. Low and falling numbers of pupils registered at a school result in less funding available, and difficulty in providing the full range of services needed.

When inspected by [Ofsted in November 2015](#), Raine's was judged to 'require improvement'. A Targeted Intervention Group (part of the LA strategy for raising school standards) consisting of LA officers was established in December 2015 to challenge and support the school's leaders. However, the school's GCSE results were poor in August 2016.

Pupil numbers, which were already declining, were further affected by the GCSE results alongside attendance and behaviour issues in the school. As a consequence, the school roll continued its downward trajectory. This had a detrimental impact on the budget resulting in sustained financial losses. The school applied to the LA for a licenced deficit (effectively a loan) of £1m and this was agreed in May 2017. The conditions of the licensed deficit required a staffing restructure to reduce the school's annual costs by approximately £900k and this was implemented in 2017-18. Savings were achieved largely through significant staffing reductions – a mix of redundancies and natural turnover. The ability of the school to repay the loan as well as meet its reduced running costs was based on an minimum Year 7 intake of 110 -120 pupils per year over a five year period.

Since 2014 the LA has been supporting Raine's with its pupil admissions through the development of scholarship programmes in both Modern Foreign Languages and Sports Studies; rewriting the school's admissions policy to encourage applications from children from all world faiths; and enabling the school to adopt the LA's arrangements for pupil banding to support its efforts to achieve a balanced ability intake. The LA facilitated the school efforts to boost its admissions numbers by appointing the Raine's headteacher to the [Tower Hamlets School Admissions Forum](#) and reserving places at Raine's for pupils who were unsuccessful in securing places at any of the preferred schools at secondary transfer. Development of the former Raine's Lower School at Old Bethnal Green Road in order to provide more attractive facilities was supported by a capital investment of £4m from the LA. Despite this and further extensive effort by the school and LA's School Admissions staff, Raine's could not achieve the pupil numbers required to enable it to secure its financial sustainability and reduce its budget deficit. Table D on page 20 shows the historical financial position at Raine's and the predicted budget deficit based on projected admission numbers. The school's current roll and projected numbers demonstrate that it is highly unlikely to recruit the pupil numbers necessary to address its current funding shortfall, repay its licensed deficit and move onto a financially sustainable footing.

In October 2017 Raine's was re-inspected by [Ofsted](#) and again it was adjudged to 'require improvement'. The LA continued its targeted support to the school and early in January 2018 it was agreed that the school would keep parents informed of

the situation and the improvement work that it would be undertaking with the support of the LA and the Tower Hamlets Education Partnership (THEP).

In the summer of 2018, the school had a further [Ofsted](#) visit. The inspector reported significant concerns about the standards of pupil behaviour. The LA also determined that, at that time, the school's standards and effectiveness was showing no real sign of significant improvement and this was partly due to a serious breakdown in the way the school was being governed.

The publication of the school's [GCSE results in August 2018](#) showed that school leaders and governors had overseen a further decline in standards of achievement. The progress pupils had made by the end of year 11 was very low in comparison with other schools nationally. Pupils achieved, on average, almost a grade lower than pupils in other Tower Hamlets schools.

The new support package agreed with LA and THEP for the 2018-19 school year involved the headteacher of Sir John Cass's Foundation and Redcoat Church of England Secondary School, Mr Paul Woods, joining Raine's as interim executive headteacher from September. However, the LA was also concerned that the Governing Body was not functioning effectively and was failing in its responsibilities. The Governing Body had not taken necessary or appropriate action to address the key issues identified by Ofsted or held school leaders to account. In September 2018 the LA took steps to address its concerns, the Governing Body was dissolved and an Interim Executive Board (IEB) established to provide effective governance for the School.

Since being appointed to the school, the IEB and school leaders have invested significant time, effort and determination to improve the performance at Raine's. The changes brought about in the school were noted as positive in the [Ofsted monitoring visit undertaken in December 2018](#). However, at this time parents had already made their choice of secondary school place. Only 29 pupils applied to Raine's as their first preference for entry to Year 7 in September 2019.

Following the monitoring visit and in consultation with Mr Paul Woods, it was agreed by the LA, Diocese and school governing bodies that Oaklands School, which is also in Bethnal Green, would become the support school to Raine's from April 2019 with Ms Patrice Canavan taking over as Executive Headteacher from Mr Paul Woods and Mr Simon Ramsey of Oaklands becoming interim headteacher.

Oaklands has been consistently judged as 'Good' and has one of the highest GCSE outcomes in the borough. Its close proximity to Raine's allows for a support package that draws on staff capacity from within Oaklands..

In January 2019 the school was half full with only 520 pupils on roll in Years 7 to 13, compared to a potential capacity of 1050. The low numbers of applications for admission to Year 7; the low pupil numbers across existing year groups; and the findings from a DfE commissioned financial review, made it necessary for the LA to and Diocese to consider various options before deciding on the current proposal to close the school. These options are explained below.

### **3. Exploring Different Options to School Closure**

#### **Converting to Academy status and joining a Multi- Academy Trust**

Academy schools are state-funded and are directly funded by the Department for Education (DfE) and independent of LA control. A Multi-Academy Trust has one board of directors responsible for all schools in the trust. The LA and Diocese explored the potential for Raine's to convert to Academy status and join a Multi - Academy Trust. However, following discussions with the Diocese, and mindful of the requirements set by the DfE, it was evident that the school's current performance standard, together with the unlikelihood of it ever becoming financially self-sustainable, would prevent a successful application for it to convert to an Academy with the option to join an existing Multi -Academy Trust.

#### **Federation**

A federation is a group of maintained schools under one Governing Body. In this example the school's leadership would be taken on by a new organisation. Cost savings would be achieved through the sharing of services, and in the case of smaller secondary schools like Raine's, usually a smaller leadership structure overseen by an Executive Headteacher who manages more than one school. This was fully explored and found not to be feasible.

#### **Amalgamating with an existing Church of England School**

An amalgamation is where two schools join together to create a new school, requiring the closure of both schools. Or where one is closed and another nearby school is expanded to accommodate the pupils from the school that closes.

The option of amalgamating Raine's with an existing Church of England Secondary School in Tower Hamlets was explored with the Diocese, but this was subsequently deemed not possible, given the distance between the two schools and that they served different communities.

#### **Reducing the school size through its Planned Admission Number**

One way to improve the financing of the school is to ensure that classes are as close to full as possible (at 30 pupils per class), which can save money on teaching staff. A smaller planned admission number, say 4 form entry (120) instead of the current 5 form entry (150) would mean the school could plan for fewer pupils and therefore operate fewer classes with fewer staff whilst still accommodating a smaller number of pupils on roll. However, when reviewing the school's financial position this option did not prove viable as the school was continuing to experience a significant decline in applications for entry to year 7 and also in other year groups. It was already substantially below the 4fe pupil number necessary to secure it financially. This is because a school has a level of staffing and other fixed costs that need to be met, and these costs would not have decreased significantly by reducing its size. Please see Table D on Page 20 for a summary of Raine's financial position and the minimum numbers of registered pupils that the school would need to recruit and maintain across all year groups (7 – 11); to address its funding shortfall, repay its licensed deficit and move the school onto a financially sustainable footing.

## Expanding the school

Although this may, at first, seem counterintuitive it is sometimes necessary to consider significant investment into a school to enable it to attract pupils. In this case, because the local primary aged population is declining, and there is already strong performance in other nearby schools, there was no evidence to suggest that investment in an expansion would result in a larger number of pupils on roll at Raine's. The LA was mindful of its previous longstanding and extensive efforts to boost application numbers for Raine's, which was largely unsuccessful and mainly due to the school's past poor performance. The LA also considered that the current plans for new housing in and around Tower Hamlets are focussed mainly in other areas, to the east of the Borough. The likely number of additional children that will result from new housing developments is set out in the [LA's annual report on its planning for school places](#) and taken account of when considering the number of school places required.

## 4. School Places and the Proposal to Close Raine's Foundation School

The LA has a duty to ensure that there are sufficient good quality school places for children living in Tower Hamlets; in order to do this the LA monitors birth rates, GP registrations, new housing developments and patterns of school preference. This information is used to project pupil numbers as well as to ensure there are sufficient school places across the borough.

A proposal to consult on the closure of Raine's on 31 August 2020, as part of an amalgamation with Oaklands School, has been agreed with the schools' Governing Bodies and the Diocese. It is being put forward in consideration of the following:

- the low and falling number of pupils attending Raine's
- the financial implications for the school,
- the need to continue to provide high quality education for Raine's pupils: and
- the strong performance and capacity of Oaklands School.

If a decision is taken progress the proposal to close Raine's School as part of its amalgamation with Oaklands School, the process will involve six steps.

Step one

**Consultation (June - July 2019)** - on the proposal to close Raine's School as part of its amalgamation with Oaklands School.

Step two

**Decision (September 2019)** - The consultation will inform the decision by Council in September 2019 on whether or not to issue a statutory notice.

Step three

**Publication\* (Nov 2019)** – publishing of a statutory notice and proposal to close Raine's School as part of its amalgamation with Oaklands School.

Step four

**Representation (Nov - Dec 2019)** - period for further responses to the proposal in the statutory notice.

Step five

**Decision\* (Feb 2020)** - to be taken by Council following the representation period.

Step six

**Implementation\* (Mar - Aug 2020)** - if the decision is taken to close Raine's as part of its amalgamation with Oaklands School.

**\*These stages will apply only if the proposal is approved by the council**

More information on the process can be found at:

The timetable for this process in relation to the closure of Raine's can be found on page 18. The next two sections contain information on the implications for current and prospective pupils and parents of Raine's and Oaklands schools, should a decision be taken to close Raine's as part of an amalgamation with Oaklands School on 31 August 2020.

## 5. Managing the Closure of Raine's Foundation School

The following sections answer questions that parents may have if the decision is taken to close Raine's as well as expand Oaklands School to provide places for Raine's pupils. There is also information on how to make your views on the proposal known, and the timetable that will be followed for the decision making process.

### What would happen to the children currently attending Raine's?

If the decision is taken to close Raine's, a place at Oaklands School will be made available for any child currently attending Raine's in years 7 to 11, should their parents wish to take it up. Children who have applied to Raine's for admission to Year 7 in September 2019 have already been offered a place at Oaklands, given that Raine's will not be having a Year 7 intake for this year (see page 12). School transfers will be facilitated by the LA's School Admissions Team.

For any parents not wanting a place at Oaklands, an application can be made through the normal in-year admissions process for an alternative school for September 2019 or 2020. Applications should be made to the LA's School Admissions Team and this would then be considered in line with the particular school's published admissions criteria and the school's current number on roll in the relevant year group. These applications will be coordinated by the LA to ensure that each application is treated in the same way. Information about applying for an alternative school place is available from the School Admissions Team who can be contacted on 020 7364 5006 or [school.admissions@towerhamlets.gov.uk](mailto:school.admissions@towerhamlets.gov.uk).

### How will this affect Raine's staff?

The decision on the closure of Raine's will not be made until February 2020, which would mean the earliest closure could take place is August 2020. The LA will continue to support the school to retain staff through the current period of uncertainty. As it is difficult to recruit teaching staff, all teachers at the school will be given a retention allowance from 1 September 2019. All staff will continue to have access to professional development opportunities and support to apply for other jobs. Raine's staff will be given first consideration for any vacancy at Oaklands School. If the decision is taken to close Raine's then for staff that have not secured alternative employment, the likely outcome is redundancy in August 2020.

### A place at Oaklands School

Oaklands School has been consistently judged as a 'Good' school by Ofsted, as confirmed by its most recent [Ofsted inspection](#) in January 2017. The School's GCSE and A level results have remained amongst the highest in the borough.

If the decision is taken to close Raine's, Oaklands will welcome new children and provide support for families from Raine's that choose to take up a place. Oaklands is being supported by the LA and Diocese to do so through plans to expand and improve its existing accommodation (see pages 14 and 15).

Ms Patrice Canavan, the Interim Executive Headteacher of Oaklands and Raine's schools, will be able to show parents and children around Oaklands as well as discuss their needs should they take up a place there. Information about Oaklands can be found at:

<http://www.oaklands.towerhamlets.sch.uk/>

### **Will parents have to accept a place at Oaklands School?**

A number of pupils attend Raine's School from some distance away, and so other schools local to their home address may be preferable than a place at Oaklands. Parents can therefore apply for other schools, both in and outside Tower Hamlets, and this will be facilitated by the LA's School Admissions Team. Map 2 on page 22 shows other local schools.

### **What about spiritual guidance for Raine's children transferring to Oaklands School and the Raine's legacy?**

The LA is aware of the importance of keeping the name of Henry Raine alive in the borough and we are discussing how best to achieve this with the Raine's Foundation Trust.

The LA is very aware of the need to preserve the distinct aspects of a Church of England education, such as having arrangements for spiritual guidance and worship in place for Raine's students within the Oaklands provision. The LA is taking advice from the Diocese on this important matter.

### **What if parents want their children to continue at a Church of England school?**

There are other Church of England schools in Tower Hamlets and inner London areas as follows:

- [Sir John Cass \(Tower Hamlets\)](#) – 1.4 miles
- [The Urswick School \(Hackney\)](#) – 1.8 miles
- [St Mary Magdalene Academy Secondary School](#) (Islington) – 3.6 miles
- [Bacon's College \(Southwark\)](#) – 4 miles
- [St Saviour's and St Olave's School \(Southwark\)](#) – 4.8 miles
- [St Mary Magdalene School \(Greenwich\)](#) – 5.3 miles

It is recognised that, for some parents, a place at a church school is something they value for their child. Parents are entitled to apply for other church schools in the normal way and their application would be considered under the admission arrangements for the relevant school(s). The consultation on the future of Raine's

and any decision in relation to this would not disadvantage any application for any other church school.

### **How will this affect pupils in Years 9 and 11?**

Pupils currently in Year 9 at Raine's will be able to continue at the school for the 2019/20 school year and then move to Oaklands to complete their GCSE studies from September 2020. This is currently being co-ordinated between Oaklands and Raine's staff and is being overseen by the Interim Executive Headteacher for both schools.

Year 9 pupils will also have the option to transfer to an alternative school from as early as September 2019 and for the start of their Year 10. Throughout the remainder of the summer term the arrangements for school transfer applications for Raine's students will operate separately to the published timetable. The LA's School Admissions Team will be holding regular surgeries at Raine's for parents and pupils to discuss their particular circumstances, preferences and the choices open to them.

Pupils currently in Year 11 that have been offered a place at Raine's will have the option to continue their 6<sup>th</sup> form studies at Oaklands. Raine's staff are already having detailed discussions with parents and students about the Post-16 offer at Oaklands to make sure it's right for them.

Year 11 pupils will also have the option to transfer to other 6<sup>th</sup> form provisions and this is being co-ordinated with support from the LA's School Admissions staff.

Secondary headteachers at other secondary schools are aware of the proposals and are supportive of the arrangements to ensure that Raine's pupil transfers are as smooth as possible.

### **Applications for admission to Year 7 for September 2019**

The LA has decided that Raine's should not have an intake to its Year 7. This is because applications for Year 7 at Raine's has been declining over a number of years and the school received only 29 first preference applications for places in September 2019. With such a small number it would have proved very difficult, if not impossible, to provide a broad and balanced curriculum to this group of children. This would be difficult even in a securely good, well-funded school and it therefore led the LA to a decision that there should not be a Year 7 intake at Raine's this year, although this will not prejudice the final decision after the consultation

Parents of these children have been offered places at alternative schools, mostly at schools where they had previously expressed a preference. Those children who could not be offered a place at a school they named as an alternative preference have been reserved a place at Oaklands.

### **Children with special educational needs and disabilities (SEND)**

The Tower Hamlets SEND Team will make arrangements to meet all parents of children with special educational needs over the remainder of this term to discuss the arrangements for their future education and to plan future options, should a decision be taken to close Raine's. Reviews for children with an Education, Health

and Care Plan and SEN Support will be arranged to ensure that potential transitions can be planned effectively.

Should parents choose a school other than Oaklands, the SEND Team will ensure that the distance that pupils will need to travel is minimised and that support will be in place as they move. It will also work in partnership with new schools and other LAs, where necessary, to ensure that children's learning needs continue to be met. Consideration will be given to the schools' SEND information in terms of curriculum, range of interventions and staff expertise in order to achieve pupil's planned outcomes.

Where parents have concerns and wish to receive further advice we will arrange for them to be supported by our [SENDIASS Team](#).

### **Will parents get travel assistance for their child to attend an alternative school?**

Any application for assistance with travel to an alternative school will be considered in line with LA's current school travel assistance policy and support will be provided, if the policy criteria are met.

[https://www.towerhamlets.gov.uk/lgnl/advice\\_and\\_benefits/grants/school\\_travel\\_support.aspx](https://www.towerhamlets.gov.uk/lgnl/advice_and_benefits/grants/school_travel_support.aspx)

### **What about help with a new school uniform?**

The Local Authority is aware that for some families an unforeseen change of school requiring a new school uniform will be a significant additional expense. Assistance will be provided for parents to purchase a new school uniform when this is required. The payment will be in line with the current school clothing grant that is provided for children when they transfer from primary to secondary school. More information and an application form can be obtained from the LA's School Admissions Team.

## 6. Oaklands School.

As part of the proposal to close Raine's the LA will expand the Published Admissions Number (PAN) for Oaklands School, initially by two forms of entry, and increase its capacity so that it becomes a six form entry school with the potential to increase to seven forms of entry, if required.

The table below details the current and proposed number on roll for the school and the changes to the PAN will be the only changes to the school's admissions arrangements as a result of its expansion.

Age Range	Number on Roll	Proposed Number on Roll	Total increase in places
11-19	800	1200	400

As a result of increasing the PAN at the school to enable it to take more children, including those moving from Raine's, additional space will be required. This is discussed in more detail below. This increase in the Oaklands PAN will be in place by September 2020 and will enable Oaklands to provide places for children at Raine's, should it be determined that this school will close at the end of the 2019/20 school year.

### **Why does the LA need to expand an existing school?**

The LA has a statutory duty to provide each child in its area with an appropriate school place and ensure that it promotes diversity, mindful of parental preference. It will therefore closely monitor the numbers of school places available and the demand for those places across its area. Despite current plans to increase secondary school places in Tower Hamlets, the LA's pupil projection data estimates that the closure of Raine's could lead to a shortfall in places in Bethnal Green, if it does not act and increase the number of places in good schools available locally.

### **Why did the LA decide on Oaklands School?**

When deciding on which school(s) should be expanded the LA will set out a number of criteria i.e. whether the school was in the right geographical location; whether it was popular with local families; whether it was possible to add more capacity; whether it had effective governance and strong leadership; and whether it was well placed to provide a good education to additional pupils. Oaklands was chosen because it met these requirements and is therefore best placed to accommodate extra pupils without an adverse effect on standards. Oaklands is already providing support to Raine's as part of the LA intervention plan.

### **How will this affect pupils at Oaklands School?**

Pupils will notice some changes, but these are likely to be limited. Oaklands will organise its provision slightly differently and its 6<sup>th</sup> Form will be moved offsite to provide additional classrooms at the existing building for when pupils join from Raine's. There will also be some significant modifications to the existing building to improve the facilities for all children as well as cater for the additional 60 pupils per year from 2020 onwards. It is expected that curriculum and standards will not be adversely affected by these changes and improvements to the school's facilities.

## **Will there be changes to the School's building(s)?**

Yes, the planned expansion to the number of places means that the school will move its 6<sup>th</sup> form to a nearby remodelled provision on the site of the former Raine's Lower School at Old Bethnal Green Road.

There will also be some significant work on the school's existing building to provide additional teaching spaces and improved facilities for all students. The LA will ensure that the new teaching spaces are built in line with government standards and that the construction methods used will not disrupt pupils' learning and all users remain safe. No play space will be used for this expansion and no sports or recreational facilities will be lost and the pupils will also benefit from additional facilities on the new 6<sup>th</sup> form site.

To facilitate the planned expansion and ensure that any necessary work on the existing building can be completed in time, the 6<sup>th</sup> form will move to the former Raine's Lower School site from September 2019.

## **How will this affect Oaklands staff?**

Staff at Oaklands will generally be unaffected, but there will be a need to increase staffing. A larger school will offer more opportunities for their professional development.

## **How will this affect the local community?**

Children and families will benefit from there being more places at a popular nearby school enabling them to continue their education within the local area. It is also likely to be beneficial for community cohesion by providing all members of the community equal opportunity to access a high quality local school provision.

## **Why are we consulting on this as part of the Raine's proposal?**

There is a statutory process that must be followed to make these sorts of changes to schools. At the moment we are entering the consultation stage during which we are inviting views on the proposal from anyone, including pupils, parents, staff, the local community, all schools, neighbouring authorities, local councillors, members of parliament and professional associations.

## **What will happen if the proposal to close Raine's as part of its amalgamation with Oaklands does not go ahead?**

If the Council eventually takes the decision that Raine's will not amalgamate with Oaklands School then Oaklands will continue to operate at its current size and discussions will take place with the Diocese about terminating the lease for the Raine's Lower Site. The LA will need to reconsider how additional places at this popular and successful school can be provided.

## 7. How parents and the public can give their views

A series of meetings have been arranged, including two public meetings, to provide an opportunity for parents, staff, pupils and members of the local community to ask questions and express their views on the proposals outlined in this document.

At this stage no decision on the closure of Raine's as part of its amalgamation with Oaklands School has been made, and all the views received, either at the meetings or separately in writing, will be considered prior to a decision being taken as to whether to go ahead with the proposal.

While this is a consultation on a proposal to close Raine's, it also includes plans to expand nearby Oakland's Secondary School, for the transfer of Raine's pupils. Other options have been considered, and your views and opinion on other potential options to secure the future of Raine's and/or its pupils are welcome.

The following public meetings have been arranged for any who wish to attend:

**Time and Date:** 6pm 19 June 2019  
**Location:** Oaklands Community School,  
Old Bethnal Green Road,  
Bethnal Green,  
E2 6PR

**Time and Date:** 6pm 26 June 2019  
**Location:** Raine's Foundation School  
Approach Road,  
Bethnal Green,  
E2 ELY

Separate meetings have also been arranged for staff and parents at both Raine's and Oaklands Schools. Parents and staff will receive information on these meetings directly

The LA will also be seeking the views of other interested parties, such as local schools, diocesan boards, council of mosques, neighbouring local authorities and trade unions, local councillors, members of parliament and professional associations.

Prior to this consultation, meetings have taken place with Raine's staff and parents.. Pupils have been involved through assemblies and individual meetings with key year groups.

## Your comments

You are invited to respond to this consultation by visiting the council's consultations web page and completing an electronic feedback form:

[https://www.towerhamlets.gov.uk/lgnl/council\\_and\\_democracy/consultations/consultations.aspx](https://www.towerhamlets.gov.uk/lgnl/council_and_democracy/consultations/consultations.aspx)

Alternatively, you may wish to write to or email your comments to the addresses given below by **Wednesday 24 July 2019**.

School Organisation and Place Planning Manager  
Pupil Services and School Sufficiency  
Tower Hamlets Children's Services  
Town Hall  
Mulberry Place  
5 Clove Crescent  
E14 5BG

[school.organisation@towerhamlets.gov.uk](mailto:school.organisation@towerhamlets.gov.uk)

All comments received through these mechanisms or made directly to Council officers or members will be collected to be included in the analysis of feedback received.

Tower Hamlets Council handles information in accordance with the Freedom of Information Act 2000 and the Data Protection Act 2018 and is the data controller for the purposes of the Data Protection Act 2018. For more information the privacy notice for Pupil Services can be accessed [here](#).

Your answers to this consultation will only be used to assess the community's view of the proposed closure of Raine's and the proposed expansion of Oaklands School and not for any other purpose. It is an opportunity for you to draw the Council's attention to any material facts that should properly be taken into account before deciding on whether it proceeds on its proposed course of action.

If you would like to discuss the proposal you can contact Terry Bryan, Head of Pupil Services and School Sufficiency on tel: 020 7364 4304. You can also contact the Chair of the Joint Governing Body Steering Group, which has been established to lead the consultation with both school communities and undertake the necessary detailed work so that the Governing Bodies can make their recommendations to the LA:

[steeringgroup@rainesfoundation.org.uk](mailto:steeringgroup@rainesfoundation.org.uk).

They will either be able to discuss your particular matters directly, or make sure you can speak to the most appropriate person to support you.

The information contained in this document can be made available in alternative formats: large print, Braille, audio tape or disk and can be translated on request.

## 8. Timetable for the consultation, decision making and implementation process

The consultation period will run from the Monday 10 June to Wednesday 24 July  
Below is the estimated timetable for the decision making process:

Date	Activity
10 June 2019	Consultation commences
19 June 2019	Public meeting for parents, carers, staff and the local community to be held at 6pm at Oaklands Community School, Old Bethnal Green Road, Bethnal Green, E2 6PR.
25 June 2019	This proposal will also be considered as part of the Children and Education Overview and Scrutiny Sub-Committee on Tuesday 25 June 2019. This meeting is open to the public to attend and the agenda is published one week in advance of the meeting. For more information please visit: <a href="http://democracy.towerhamlets.gov.uk/mgAgendaManagementTimetable.aspx?XXR=0&amp;DD=2019&amp;RP=973&amp;ACT=Find">http://democracy.towerhamlets.gov.uk/mgAgendaManagementTimetable.aspx?XXR=0&amp;DD=2019&amp;RP=973&amp;ACT=Find</a>  For more information on the scrutiny function of this committee please contact Elizabeth Freer (Strategy and Policy Manager, Children and Culture): <a href="mailto:Elizabeth.Freer@towerhamlets.gov.uk">Elizabeth.Freer@towerhamlets.gov.uk</a>
26 June 2019	Public meeting for parents, carers, staff and the local community to be held at 6pm at Raine's Foundation School, Approach Road, Bethnal Green, E2 ELY.
<b>Other meetings will also be held during the consultation, specifically for staff and for parents, and they will receive information about these meetings directly.</b>	
24 July 2019	End of consultation period
July/August 2019	Report prepared for council cabinet
September 2019	Decision by Council on whether to publish a Statutory Notice and proposals to close Raine's Foundation School as part of its amalgamation with Oaklands School.
October 2019	Statutory Notice and Proposals drafted* (if decision above is to proceed with the closure and amalgamation process) and start of the formal representation period.)
4 November 2019	Publication of Statutory Notice and proposals
2 December 2019	End of statutory period for representations and final date for responses to the proposal.
January 2020	Report prepared for council cabinet
January 2020	Decision taken by Council on the closure of Raine's Foundation School as part of its amalgamation with Oaklands School*
31 August 2020	Raine's Foundation School closes as part its amalgamation with Oaklands School*

**\*These stages will apply only if the proposal is approved by the Council**

## 9. Raine's Foundation School Data

**Table A - Historical 1<sup>st</sup> Preference Applications**

The table below shows the number of first preference applications for admission to Raine's in Year 7 for the past six years. The number of applications for admission to Year 7 in September 2019 was so low that it would have proved very difficult, if not impossible, to provide a broad and balanced curriculum to this group of children.

School Year	2014	2015	2016	2017	2018	2019
1st Pref Applications	65	62	57	62	45	29

\* Based on applications at the secondary transfer (31<sup>st</sup> October) closing date.

**Table B - Historical and Predicted Number of Pupils on Roll**

The table below shows the number of pupils on roll at Raine's for the past four years and the projected pupil roll for the next four years, based on current application and enrolment trends. The number of pupils on roll at Raine's has declined over several years, despite a steady increase in the borough's year 7 cohort.

School Year	Historical Number on Roll (Yr 7 -11)				Predicted Number on Roll (Yr 7 - 11)			
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Number on Roll	518	437	430	388	346	301	275	221

\*Based on January Pupil Census.

**Table C - Historical Number of Pupils on Roll in the 6<sup>th</sup> Form**

The numbers of students in the Raine's School 6<sup>th</sup> Form has also declined since 2014, with only 132 students across the two year groups. It is also well below the DfE's recommended minimum size of 200 students for a School 6<sup>th</sup> Form. The breadth of choice available to 6<sup>th</sup> form students is also below the DfE's recommendation of at least 15 A level subjects. The School's 6<sup>th</sup> form is not therefore sustainable, given the current student numbers, limited curriculum and recent government changes to Post-16 funding arrangements.

School Year	Historical Number on Roll (Yr 12 and 13)					
	2014	2015	2016	2017	2018	2019
Number on 6 <sup>th</sup> Form Roll	157	160	151	122	132	132

\*Based on January Pupil Census.

## Table D - The School's Financial Position

Based on the predicted numbers on roll, Raine's Foundation School's current and projected budget is not sufficient to meet its ongoing costs. Staff pay is the single most expensive item in the school budget and it typically represents 70% of expenditure.

The school would require a minimum stable roll of 550 - 600 pupils in Years 7 -11 to address its funding shortfall, repay its licensed deficit and thereby enable it to reach a financially sustainable position.

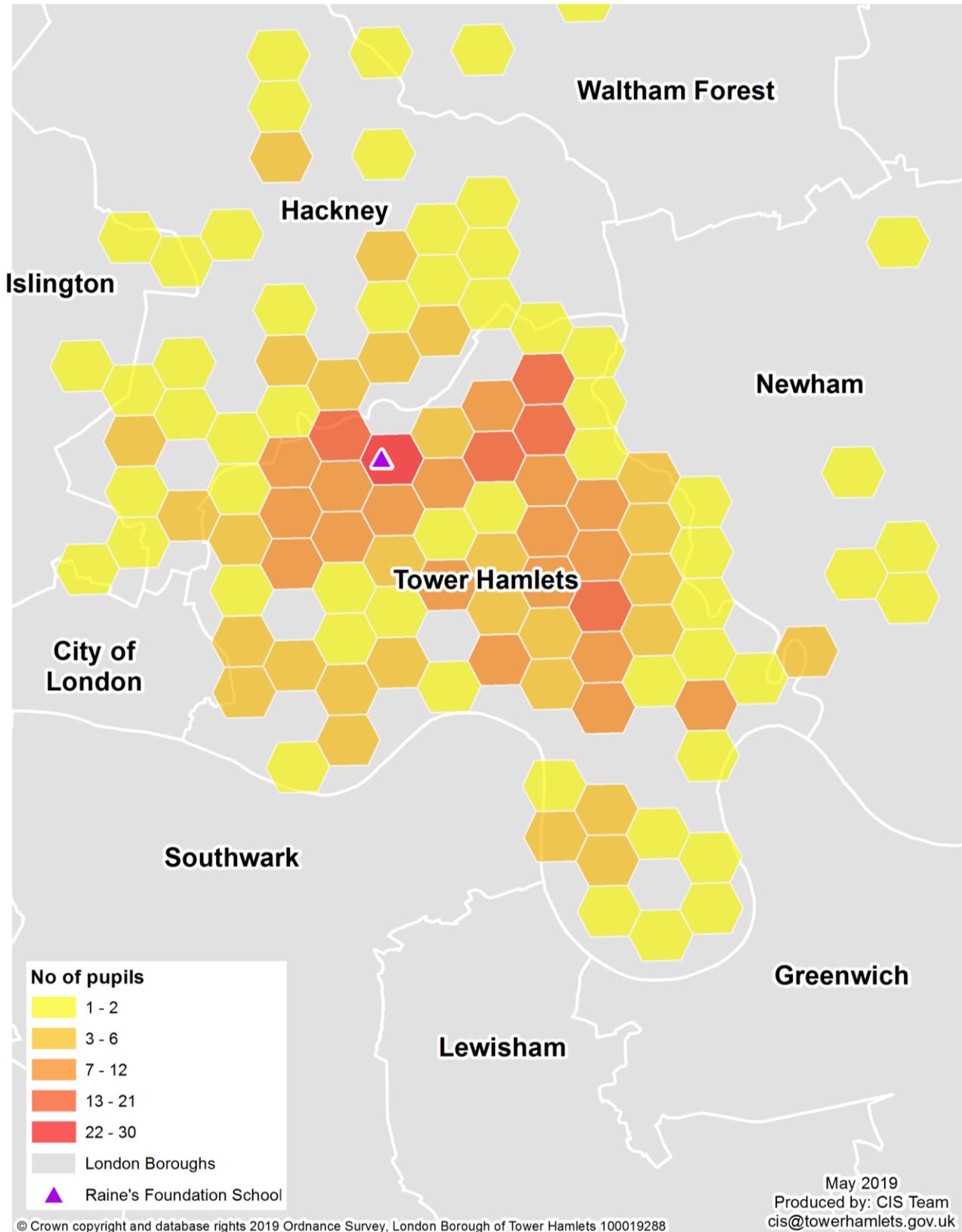
School Year	Historical Number on Roll (Yr 7 -11)				Predicted Number on Roll (Yr 7 - 11)			
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Number on Roll	518	437	430	388	346	301	275	221
Budget	4.010m	3.526m	3.447m	3.136m	2.754m	2.360m	2.124m	1.681m
Running costs (exclude employee costs)	1.170m	1.170m	1.170m	1.170m	1.170m	1.170m	1.170m	1.170m
Employee costs (70%)	2.768m	2.433m	2.379m	2.164m	1.928m	1.652m	1.487m	1.177m
(Deficit) / surplus	72k	- 77k	- 102k	- 198k	- 344k	- 462k	- 533k	-666k

Pupil numbers determine the school budget. With these low numbers, and a reduced budget, Raine's will have to significantly reduce its staffing. The school is projecting deficits in year of £344k in 2019/20 and £462k in 2020/21, and a cumulative deficit of approx. £2.4m by 2022/23. A previous licensed loan from the LA for £1m in 2017-18 would also need to be added to this deficit, bringing its total to £3.4m. These figures are based on pupil number assumptions of 346 in 2019/20 and 301 in 2020/21. The position will be worse if pupil numbers decline further. The school improvement support costs are in addition to this sum.

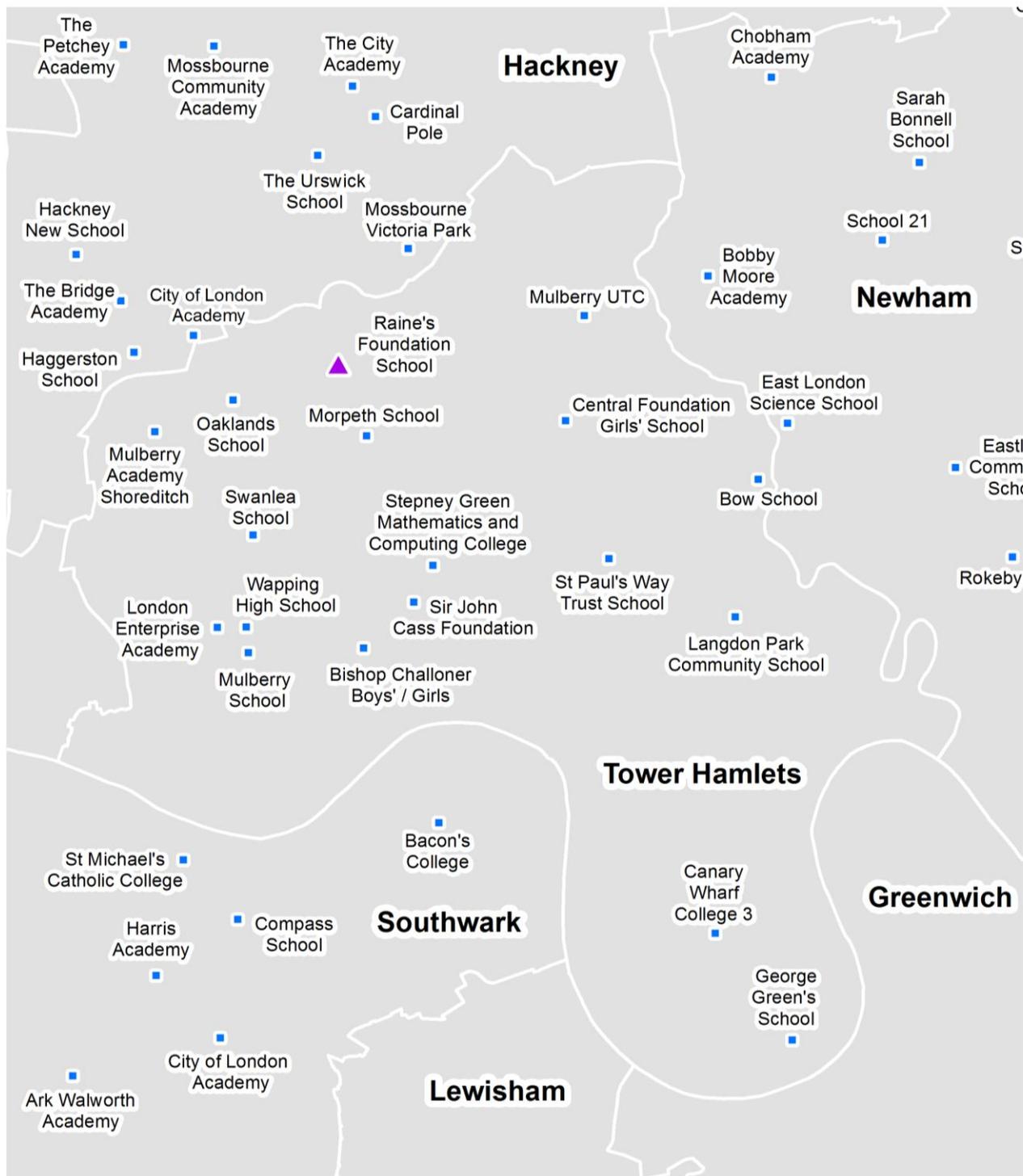
Based on the current position and the predicted number on roll over the foreseeable future, there appears to be no reasonable prospect of recovery for Raine's.

## 10. Maps

**Map 1 - Where pupils currently attending Raine's Foundation School live**



## Map 2 – Secondary Schools in and around the Tower Hamlets area



- ▲ Raine's Foundation School
- Other Secondary School's
- London Boroughs

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May 2019  
Produced by: CIS Team  
cis@towerhamlets.gov.uk

All map data sourced from: <https://get-information-schools.service.gov.uk/>

**End.**



**Type:** Information Only  
**Marked:** Unmarked

## 1. Purpose

1.1. This briefing is intended to advise the members of the Children and Education sub-committee of the Department of Education's statutory guidance for local authorities on opening and closing maintained schools.

## 2. Background

2.1. On June 25<sup>th</sup>, the sub-committee will be scrutinising the proposal to close Raines Foundation School. In order to assess whether due process has been followed to date, the committee will need to be aware of the statutory guidance.

## 3. Analysis

3.1. The main points of the guidance are as follows:

3.2. Under Section 15 of the EIA 2006, a LA can propose the closure of ALL categories of maintained school. The governing body of a voluntary, foundation or foundation special school may also publish proposals to close its own school following the statutory process. Alternatively, it may give at least two years' notice of its intention to close the school to the Secretary of State and the LA.

3.3. The decision-maker, in this case the LA, should be satisfied that there are sufficient surplus places elsewhere in the local area to accommodate displaced pupils, and the likely supply and future demand for places in the medium and long term. The LA should take into account the overall quality of alternative places in the local area and the popularity of other local schools.

3.4. Reasons for closing a maintained school include, but are not limited to, where:

- wider school reorganisation means that the school is now surplus to requirements (e.g. because there are surplus places elsewhere in the local area which can accommodate displaced pupils, and there is no predicted demand for the school in the medium or long term);
- it is to be 'amalgamated' with another school;
- it has been judged inadequate by Ofsted and there is no sponsored academy solution;
- it is to acquire, lose or change its religious character;
- it is no longer considered viable; or
- it is being replaced by a new school.

3.5. Consultations should be carried out in term time to allow the maximum numbers of people to see and respond to statutory proposals.

- 3.6. The decision-maker will need to be satisfied that any consultation carried out was appropriate, fair and open, and that the proposer has given full consideration to all the responses received.
- 3.7. The decision-maker must consider the views of those affected by a proposal or who have an interest in it, including cross-LA border interests. The decision-maker should not simply take account of the number of people expressing a particular view. Instead, they should give the greatest weight to responses from those stakeholders likely to be most directly affected by a proposal – especially parents of children at the affected school(s).
- 3.8. Under the DBE Measure 1991 Church of England schools must consult with their diocese before making closure proposals.
- 3.9. The Secretary of State considers that these bodies, along with those listed below should be consulted in the case of the proposed closure of all schools:
- the governing body (as appropriate);
  - pupils at the school;
  - (if a proposal involves, or is likely to affect a school which has a particular religious character) the appropriate diocese or relevant faith group<sup>18</sup>;
  - the trustees of the school (if any);
  - teachers and other staff at the school;
  - any LA likely to be affected by the proposal, in particular neighbouring authorities where there may be significant cross-border movement of pupils;
  - the governing bodies, teachers and other staff of any other school that may be affected;
  - parents of any pupils at other schools who may be affected by the proposal including where appropriate families of pupils at feeder primary schools;
  - any trade unions who represent staff at the school; and representatives of any trade union of staff at other schools who may be affected by the proposal;
  - MPs whose constituencies include the school that is the subject of the proposal or whose constituents are likely to be affected by the proposal; and
  - any other interested organisation / person that the proposer thinks are appropriate.
- 3.10. In determining proposals, decision-makers must ensure that the guidance on schools causing concern (intervening in falling, underperforming and coasting schools) has been considered where necessary.
- 3.11. In deciding a proposal to close a school that has been designated with a religious character, decision-makers should consider the effect that this will have on the balance of denominational provision in the area, as well as the number of pupils currently on roll, the medium and long term need for places in the area, and whether standards at the school have been persistently low.
- 3.12. There are two ways to amalgamate two (or more) existing maintained schools:
- 3.13. The LA or governing body (depending on school category) can publish a proposal to close two, or more, schools and the LA, or a proposer other than the LA (e.g. diocese, faith or parent group, Trust),

depending on category, can publish a proposal to open a new school. Where this is a presumption school, this will be subject to publication of a section 6A notice (see part 2). This will result in a new school number being issued.

- 3.14. The LA and / or governing body (depending on school category) can publish a proposal to close one school (or more) and enlarge / change the age range / transfer site (following the statutory process as / when necessary) of an existing school, to accommodate the displaced pupils. The remaining school would retain its original school number, as it is not a new school, even if its phase has changed.
- 3.15. The LA may use the pre-publication consultation to consider a range of options (e.g. for the possible wider reorganisation of provision), however this is not a substitute for the statutory representation period as set out in legislation. The statutory representation period must cover the specific opening or closure proposal of the school in question.
- 3.16. It is for the proposer to determine the nature and length of the pre-publication consultation. It is recommended to consult for a minimum period of six weeks.
- 3.17. A proposal for one change can be linked to another proposal(s). For example, an amalgamation where two schools are closing and are to be replaced by a completely new school, or if the need for the closure is the result of an area-wide reorganisation and long-term LA planning.
- 3.18. Where surplus capacity in the local area necessitates a proposal for closure and there are sufficient places in neighbouring schools to accommodate the displaced pupils, this should be evidenced in the proposal.
- 3.19. Where proposals are related, this should be made clear in any informal or formal representation periods, in published notices, and proposals. All notices should be published together / or as one notice (e.g. where one school is to be enlarged because another is being closed a single notice could be published) and specified as 'related'.
- 3.20. Related proposals must also be considered together and, where possible, decisions should be made at the same time.

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# Raine's Foundation School

Approach Road, Bethnal Green, London E2 9LY

<b>Inspection dates</b>	10–11 November 2015
<b>Overall effectiveness</b>	<b>Requires improvement</b>
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	Her Majesty's Inspector
Angela Corbett	Her Majesty's Inspector
Carmen Rodney	Her Majesty's Inspector
Kanwaljit Singh	Ofsted Inspector
Rosemarie McCarthy	Ofsted Inspector

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23 May 2016

Mr Robert Hullett  
Interim Headteacher  
Raine's Foundation School  
Approach Road  
Bethnal Green  
London  
E2 9LY

Dear Mr Hullett

### **Requires improvement: monitoring inspection visit to Raine's Foundation School**

Following my visit to your school on 06 May 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2015. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection in order to become a good school.

The school should take further action to:

- develop performance tracking systems so that progress can be identified accurately by all teachers, and actions put in place quickly to tackle gaps in performance between groups of pupils
- ensure that the next phase of development in teaching and learning moves on at a rapid pace to improve the quality of teaching.

## **Evidence**

During the inspection, meetings were held with the interim headteacher, other senior leaders, middle leaders, members of the governing body including the chair of governors, and the local authority representative to discuss the actions taken since the last inspection. I examined the single central record and checked the school's process for staff recruitment. I observed pupils' behaviour at break time. I watched learning in lessons, scrutinised pupils' work and spoke informally to them in visits to lessons with the assistant headteacher responsible for teaching and learning. A range of documentation was considered. This included the school improvement plan, current assessment information, the minutes of governing body meetings, behaviour monitoring information, the school's data from learning walks, documentation from staff training and examples of good practice in feedback to pupils.

## **Context**

Since the last inspection, the headteacher has resigned and been replaced by an interim headteacher from within the school. The governing body resigned following the section 5 inspection and a new governing body has been in place since January 2016 which includes capable and experienced educationalists from the local authority and the London Diocesan Board for Schools. A lead practitioner for teaching and learning has recently been appointed and a new head of mathematics will join the school in September.

## **Main findings**

School leaders have managed the inevitable disruption caused by the resignation of the headteacher and the complete change to the governing body well. Working with the governors, the interim headteacher has clarified the school's priorities and created a clear improvement plan with key milestones. Senior leaders and governors speak of an absolute focus on school improvement. They have agreed a new allocation of senior responsibilities. Both the senior team and the middle leaders have been given targets which are specific and measurable. As a result, there is a significant increase in accountability. The governors have established a targeted intervention group which meets monthly. This is a small group of governors with a high level of educational experience and skills. As a result, they have been able to bring about change rapidly. For example, considerable organisational decisions are being made which will support improvements to the school, including bringing Years 7 to 11 together on one site.

Since the last inspection, the school has changed its approach to gathering and analysing assessment information. The process is now more regular and focuses more tightly on the gaps in achievement between disadvantaged pupils and others, and those pupils at the margins of grade boundaries at GCSE level. All departments have a target for expected progress which, if achieved, would put them in line with

that achieved nationally. According to the school's data, the gaps between disadvantaged pupils and others are closing for the current year 11 in English and maths. However, significant gains are still to be made. In other year groups, major gaps remain between the levels of progress of different groups of pupils. Furthermore, the middle leaders acknowledge that performance information is not currently used in daily teaching and learning by class teachers. Consequently there is a lack of precision in the pitching of work in some lessons. The school must take urgent action to get these groups back on track if it is to be judged good at the next inspection.

There has been significant work on behaviour for learning since the last inspection. A working party of staff and pupils wrote and launched a new anti-bullying policy in February. This provides greater clarity and consistency in preventing and tackling bullying across the school. Pupils and parents have responded very positively to the new policy. The deputy headteacher who leads on this area has also established a raft of other interventions to support pastoral care at the school. For example, a child and adolescent mental health worker now visits the school weekly. Disruptive behaviour is tracked extremely well and analysed at senior leadership team meetings. Some groups have shown improvement following interventions. However, there is further work to be done in this area if the school is to achieve a judgement of good for behaviour at the next section 5 inspection.

Leaders display an unrelenting focus on ensuring minimum standards for pupils' presentation of work in books and on the provision of helpful feedback by teachers. Increased monitoring activities have resulted in much-improved consistency in these areas. A 'corporate style' for the start of lessons, which includes clearly differentiated tasks, is also becoming embedded. The assistant headteacher who leads on teaching and learning, and the governors are aware of the areas of good practice and those which require further development. However, having set up and established the basics, the school must now look beyond this and develop excellence across all aspects of classroom practice by using the identified lead practitioners to drive change across subject areas.

### **External support**

Since the last inspection, there has been significant support from the new governing body. There has been a deliberate decision not to draw in other external support because of the high level of expertise provided by the members of the governing body, and to ensure that there are clear messages about priorities. This is a sensible rationale. However, the school could consider some further support to develop its internal tracking systems more quickly if sufficient progress is to be made by the next inspection.

I am copying this letter to the chair of the governing body, the director of education

for the Diocese of London, the regional schools commissioner and the director of children's services for Tower Hamlets. This letter will be published on the Ofsted website.

Yours sincerely

Victoria Linsley  
**Associate Inspector**

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11 July 2017

Mr Rob Hullett  
Raine's Foundation School  
Approach Road  
Bethnal Green  
London  
E2 9LY

Dear Mr Hullett

### **Requires improvement: monitoring inspection visit to Raine's Foundation School**

Following my visit to your school on 20 June 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the second monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2015. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection. They know that they need to demonstrate the impact of this action on pupils' outcomes, in order to become a good school.

The school should take further action to:

- ensure that consistently high-quality teaching enables all pupils to make substantial progress from their starting points, particularly those in key stage 4
- actively promote the positive work the school has done to tackle instances of bullying and inappropriate behaviour with parents and pupils.

### **Evidence**

During the inspection, I held meetings with you, other senior leaders, two local authority governors, staff and pupils to discuss the actions taken since the last inspection. I evaluated the school improvement plan and self-evaluation. I looked at the school's process for checking the suitability of staff to work at the school and records of these checks kept on the single central record. I spoke to staff and pupils

informally during break and lunchtime. I visited a number of lessons in mathematics, science and English with a senior leader. I looked at the school's process for monitoring the quality of teaching and learning and discussed the impact of this on pupils' learning. I examined the school's new tracking system and discussed how teachers use this to inform their planning of tasks.

## **Context**

Since the last monitoring inspection, you and senior leaders have continued to lead the school. The experienced governing body, established in January 2016, continues to hold leaders to account effectively, with the support of the local authority. A new head and deputy head of mathematics have been in place since September 2016.

## **Main findings**

Since the first monitoring inspection, you, the senior leadership team and governors have continued to tackle the numerous areas for development identified at the previous inspection. Together you have prioritised key areas to address, including improving the quality of teaching, learning and assessment, increasing pupils' attendance and diminishing incidences of poor behaviour and bullying. You have been faced with a deficit budget as a result of a falling roll over time. Therefore, you have had to make significant changes in staffing and implement a five-year recovery plan with the local authority. You have successfully moved all pupils on to one site to ease financial pressure, which has brought a sense of cohesion to the school population. You have an action plan, which you are successfully implementing, albeit incrementally. All staff are now clear about their role in ensuring the success of this plan and accelerating the progress of pupils across the school.

Alongside your leadership team, you have implemented consistently high expectations around the quality of teaching and learning. You have instigated a whole-school approach to using information on pupils' ability and skills, to plan appropriate activities. Leaders regularly check that pupils' work is of an appropriate quality and that teachers are giving pupils helpful advice and guidance on how they can improve. The new assessment system is now fully in place and teachers are confident in using it. Leaders carefully check the progress of all pupils and groups of pupils to ensure that they quickly address any underperformance. However, you know that a legacy of underachievement over time, particularly for those in Years 10 and 11, means that many have to make substantial progress from their starting points. You are confident that these higher expectations have had a positive impact on the progress of current pupils. However, you are unable to say with confidence that it will be enough for pupils to catch up with other pupils nationally in 2016. You know that disadvantaged pupils in particular still make less progress than other pupils do nationally, though the gaps are narrowing.

Pastoral care at the school is strong. Many pupils have complex social and

emotional needs that impinge on their ability to be wholly successful learners. You have cultivated strong links with external agencies to ensure that early help is appropriate and beneficial. Attendance has improved significantly this year and is now in line with the national average. This is due to a number of strategies, including an effective mentoring system, which encourage pupils to attend regularly.

You have prioritised improving pupils' behaviour around the school site and in lessons. An effective monitoring system ensures that leaders can carefully track all incidences of poor behaviour and support individuals to make positive changes. As a result, there has been a drop in the number of incidences this year. Pupils also report improvement in this area and say that off-task behaviour disrupts fewer lessons. A raft of initiatives to raise pupils' awareness and ensure that referrals or concerns are dealt with 'within an hour' supports the new anti-bullying policy launched in February. However, further work could be done to promote the school's very positive work around bullying and poor behaviour with both parents and pupils, in order to counter some negative perceptions.

### **External support**

The local authority has provided consistently good challenge and support. Two local authority representatives are governors and ensure that the new governing body challenge leaders sufficiently well, in order to make the necessary improvements. The local authority is confident that you and other school leaders have the capacity and capability to make the necessary school improvements.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of London, the regional schools commissioner and the director of children's services for Tower Hamlets. This letter will be published on the Ofsted website.

Yours sincerely

Helen Matthews  
**Her Majesty's Inspector**

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# Raine's Foundation School

Approach Road, Bethnal Green, London E2 9LY

## Inspection dates

17–18 October 2017

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- A temporary headteacher has led the school for the last 18 months. This has resulted in a period of uncertainty for staff and parents. Governors appointed him as the permanent headteacher very recently.
- Since the last inspection, leaders have introduced considerable training for staff. However, the training has not been good enough to improve teaching. Overall, the lack of high-quality training for staff has resulted in teaching that requires improvement.
- Leaders, when they review teaching over time, do not monitor pupils' progress effectively. Some focus on teaching rather than pupils' learning. Leaders do not use external support effectively to help them check on the quality of teaching. Consequently, leaders are generous in their evaluations of teaching.
- Leaders focus too much on systems and processes. They do not evaluate the impact of their actions sharply enough. Consequently, the quality of teaching and learning has not improved to secure good outcomes for pupils.
- Pupils' outcomes in GCSE examinations are below national averages. Teaching, although improving now, has not been of the quality needed to ensure that pupils were able to make the progress that they should have.
- Leaders set targets for pupils which are not sufficiently challenging. As a result, teachers' expectations are not high enough. Some pupils, particularly the most able pupils, are not making the progress of which they are capable.
- Pupils have low literacy levels. Leaders are taking steps to improve literacy. However, many pupils find reading difficult so do not read for pleasure.

### The school has the following strengths

- Pupils' behaviour is good. They behave well and most work hard during lessons.
- The headteacher has appointed new middle leaders. They are raising standards in their subject areas. For example, pupils' progress in mathematics is improving.
- Leadership of the sixth form is strong. Students make good progress overall because of the good teaching and support that they receive.
- Pupils' outcomes in public examinations are improving. Current pupils are making even better progress because there is effective teaching in different subject areas.

## Full report

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

- Governors should provide effective external support for the new headteacher in developing his strategic leadership.
- Leaders should improve pupils' outcomes by:
  - providing high-quality training for teachers so that they quickly improve their teaching
  - ensuring that they use external support effectively in checking their judgements of teaching
  - setting targets for pupils which are challenging, particularly for the most able
  - focusing on monitoring the quality of pupils' learning when they review the quality of teaching across the school
  - improving literacy across the school and establishing a culture of reading for all pupils, including those who are able to read fluently.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders' expectations of pupils' progress are not high enough. Consequently, the targets set for pupils are not ambitious. Teachers then ask pupils to complete tasks with varying degrees of difficulty based on these targets. Some pupils find the tasks set too easy. Therefore, pupils, particularly the most able pupils, are not making the progress of which they are capable.
- The governing body very recently appointed the temporary headteacher as permanent headteacher. Over the last 18 months, staff shared uncertainty about the stability of leadership at the school. Staff are confident that the headteacher will bring improvement to the school.
- Leaders have changed the curriculum to meet pupils' needs. All pupils now study a modern foreign language and a humanities subject in key stage 3. However, leaders do not evaluate the effectiveness of the new curriculum sharply enough. They do not review the way that the curriculum prepares pupils for further study in key stage 4 and the sixth form.
- Senior leaders, when they evaluate learning, focus on what the teacher is doing rather than the quality of pupils' learning. This results in an overgenerous assessment of the quality of teaching.
- The headteacher has introduced training for staff. He ensures that the training covers, for example, leading teams effectively and developing better teaching and learning. Teachers, including those who are new to teaching said that the training is helpful. However, teaching is inconsistent within and across departments because teachers have not embedded their training into their everyday teaching practice. Leaders are not fully assessing the impact of the training.
- There are new middle leaders in key roles. Middle leaders from other schools help to provide the training to support them in their leadership roles. Middle leaders are more effective because of this training. Standards in their subject areas are improving.
- Leaders focus too much on systems and processes. They do not evaluate the impact of these systems sharply enough. As a result, they do not have an accurate view of some aspects of the school's work, for example the overall quality of teaching.
- A new leader oversees support for pupils who have special educational needs (SEN) and/or disabilities and pupils who speak English as an additional language. The leader is using the funding for SEN more effectively. For example, new systems have been put in place to provide better support for pupils. However, the systems are not embedded in classroom practice.
- Leaders use pupil premium funding with increased effectiveness. Teachers support disadvantaged pupils in class and elsewhere in the school. Disadvantaged pupils currently in the school are making better progress than in previous years.
- The school uses the Year 7 catch-up funding well. Year 7 pupils are improving their reading and numeracy because of this support.
- The new headteacher holds staff to account for pupils' outcomes. There are secure

systems in place. Leaders now link staff salary progression to pupils' progress.

- There is a very wide range of extra-curricular activities. Pupils appreciate the opportunities available such as the basketball academy, debating society and external awards. Well-planned programmes provide opportunities for pupils' spiritual, moral, social and cultural development. All these opportunities support pupils in their personal development and in preparing them for life in modern Britain.

## **Governance of the school**

- Since the last inspection, the governing body has completely changed. The diocese and the local authority appointed new governors. There is now a small team of experienced governors. They have a strong vision for the school as a community linked to the local church. Pupils' outcomes are improving. Therefore, a review of governance has not been recommended.
- Governors work hard to engage parents. They visit the school regularly and are present at all events with parents. They also communicate with parents through the school newsletter. Parents like the communication they receive.
- Governors provide regular support and challenge to leaders by:
  - meeting with senior and middle leaders to challenge poor outcomes in public examinations
  - bringing in external support to improve pupils' attendance
  - challenging leaders to improve teaching
  - supporting leaders in developing a balanced budget.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding across the school. Parents and carers, staff and pupils all said that they feel safe in the school. There are many vulnerable pupils, and teachers employ extra vigilance to keep them safe, chasing up external support when pupils need this.
- All staff are aware of how to spot and report concerns about pupils' safety. Pupils understand how to keep themselves safe, particularly from local risks such as extremism.
- Leaders carry out the statutory checks before they employ staff in the school. There is regular training for staff. Several senior staff have appropriate qualifications in safeguarding. Training for all staff includes information on dealing with bullying, cyberbullying, monitoring attendance and supporting pupils in avoiding risks.
- Staff give pupils who have medical needs the appropriate support and care.

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

**Requires improvement**

- The quality of teaching varies across departments. Some teachers focus too much on

their teaching rather than on what pupils should be learning. Teachers provide writing frameworks which do not always support the development of pupils' literacy. Pupils do not develop and deepen their learning because of this.

- The quality of teaching in mathematics and English is variable. Leaders are aware of this variation but are not clear about strategies to address this issue. Nevertheless, pupils are making better progress in mathematics and English.
- Teachers and leaders use a system to monitor and track pupils' progress. Leaders analyse the progress of groups in subject areas across all key stages. This gives leaders the information to challenge teachers when pupils are not making the progress of which they are capable. However, the quality of the information which teachers put into the assessment system is not always accurate. Therefore, leaders are not able to check that appropriate support for pupils occurs in a timely manner when pupils fall behind with their work.
- Leaders introduced an accelerated reading scheme to support weak readers. This initiative is having a positive effect. However, pupils in all key stages said that they rarely read for pleasure and are only familiar with school texts. A culture of reading across the school does not exist. Teachers do not support pupils in developing their literacy skills well enough.
- There is some effective teaching in the school. This happens where teachers use their subject knowledge to select challenging tasks for their pupils. Here, higher expectations of what pupils are capable of achieving support pupils to improve their learning. Furthermore, in some lessons, teachers choose to encourage pupils to ask questions and to develop their own ideas. This helps pupils to think more deeply about their learning.
- The quality of guidance that teachers give to pupils is strong and improving. Teachers follow the school's policy on feedback consistently. As a result, pupils receive effective guidance on improving their work. Pupils appreciate the guidance and use it to develop their understanding.
- Teaching in the sixth form is better than it is in key stages 3 and 4. Teachers know their students well and use this knowledge to plan activities which best meet students' needs. Students achieve outcomes in the sixth form which are typically above national averages.
- The school provides regular reports to parents. Parents said that they are happy with the information that the school provides on their children's progress.

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

**Good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- There are very few instances of bullying and pupils said that teachers deal with this effectively. Pupils learn how to keep safe and lead healthy lives. Pupils enjoy school because of the support and advice that they receive from staff.
- A range of assemblies and lessons support pupils in developing strong morals and respect for other cultures. Raine's Foundation is a church school and the spiritual

aspect is visible in school. Incidents of derogatory language or racist and other inappropriate comments are rare. Pupils interact well with each other and with adults in school.

- There is a comprehensive programme of careers advice and guidance. Pupils receive individual careers interviews in Year 11. Leaders also decided that Year 10 pupils would undertake work experience. Local business people come into school and give pupils advice about career choices and the world of work. Most pupils said that the guidance helps them in their career choices. However, a few pupils in key stage 3 said that they would like more opportunities for careers advice.

## Behaviour

- The behaviour of pupils is good.
- A new behaviour policy is in place. Teachers track pupils' attendance and behaviour with care. Staff support pupils' attendance by mentoring vulnerable pupils. Pupils' attendance has improved rapidly and is now above the national average. Persistent absence is also reducing. The school is effectively focusing support on improving the attendance of pupils from a White British background.
- Pupils are proud of their work and their school. They are developing as learners and are happy to share their books with visitors. Instances of pupils disrupting learning in the classroom are rare. When disruption does happen, it is the result of weak teaching. Pupils' behaviour in class and around the school is orderly and respectful.
- There is a system of behaviour points, which all pupils understand and agree is fair. The learning support unit provides strategies for pupils to manage their behaviour. External agencies provide additional support for pupils who need this. The rate of fixed-term exclusions has reduced over time and these are now well below national figures.

## Outcomes for pupils

## Requires improvement

- In the 2016 GCSE examinations, pupils' achievement and progress were well below the national average. Pupils' progress is improving but was below the government's floor target in 2016. Provisional outcomes for 2017 suggest that pupils' achievement has improved.
- The most able pupils do not make the progress they are capable of because expectations are too low. Their targets are not ambitious enough. As a result, the most able pupils are underachieving.
- Pupils' outcomes in mathematics and English are improving, particularly at key stage 3.
- Inconsistency in teaching is leading to some variability in pupils' progress. Pupils who have SEN and/or disabilities are making better progress now than was the case previously. New leadership in this area is improving the help and support that pupils receive.
- Leaders have improved outcomes for disadvantaged pupils. They have used additional funding more effectively. However, improvement has not been sustained over time.

- Historically, pupils have not been well prepared for their next steps into education, training or employment, particularly at key stage 4. Although there is variability at key stage 3, outcomes are improving and pupils are being better prepared for their courses at key stage 4. In the sixth form, students receive more intensive support and they progress to higher education, apprenticeships and employment at a rate that is much better than national.
- The curriculum is now more tailored to meet pupils' needs. School information, supported by inspectors' reviews of pupils' work, shows that pupils in key stage 3 are making better progress.

### 16 to 19 study programmes

**Good**

- Leaders in the sixth form have vision and know how to continue to improve the outcomes for students. They know where the strengths and areas for development lie and have effective plans for further improvement. Students achieve good outcomes at the end of their studies.
- Students make strong progress from their starting points. They develop independence in their learning with support from their teachers. Over the last three years, there has been an improving trend in outcomes in A level and work-related subjects. Students achieve outcomes that are above national averages.
- Learners feel safe and said that the school prepares them well for life beyond school. They receive considerable support with applications for university. Older students who have left the school give guidance to current students about making choices. Year 12 students undertake work experience. Retention in the sixth form between Year 12 and Year 13 is good. Students go on to a wide variety of destinations in higher education and employment because they have the knowledge to make good choices.
- Teaching, learning and assessment support students' progress effectively. Teachers know their students well and set challenging targets for them. Students work hard and are encouraged by their teachers. They make strong progress in achieving and surpassing their targets. However, in some teaching, teachers do not challenge students strongly enough to think deeply about what they are learning.
- Students' attendance in the sixth form is improving because leaders are working effectively to target attendance. When students are absent from lessons, teachers provide opportunities for them to catch up on any work they have missed.
- Students who are re-taking the GCSE examinations in mathematics and/or English make progress in line with that of other pupils nationally.

## School details

Unique reference number	100979
Local authority	Tower Hamlets
Inspection number	10036369

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

Type of school	Secondary comprehensive
School category	Foundation
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	566
Of which, number on roll in 16 to 19 study programmes	135
Appropriate authority	The governing body
Chair	Elizabeth Wolverson
Headteacher	Rob Hullett
Telephone number	0208 981 1231
Website	<a href="http://www.rainesfoundation.org.uk/">http://www.rainesfoundation.org.uk/</a>
Email address	<a href="mailto:success@rainefoundation.org.uk">success@rainefoundation.org.uk</a>
Date of previous inspection	10– 11 November 2015

## Information about this school

- The school does not meet requirements on the publication of information about pupils' outcomes in GCSE examinations, the link to performance tables, pupil premium and Year 7 catch-up funding, and governors' business and financial interests on its website.
- Governors appointed the interim headteacher to the permanent post in October 2017. During the interim period, the headteacher moved the school on to one site.
- Raine's Foundation School is a voluntary aided Church of England school in the Diocese of London. A section 48 inspection of the school's religious faith took place on 11– 12 May 2017.

- The school does not currently use any alternative provision.
- This is a school which is smaller than the average-sized secondary school.
- The proportion of pupils known to be eligible for free school meals is high.
- A high proportion of pupils are from ethnic minority groups.
- Valentine's School in Redbridge, Morpeth School in Tower Hamlets and Central Foundation School for Girls support the school.
- In 2016, the school did not meet the government's floor standards, which set the minimum expectations for pupils' attainment and progress by the time they leave school.
- The school meets the Department for Education's definition of a coasting school based on key stage 4 performance results in 2016.

## Information about this inspection

- Inspectors visited a range of lessons to evaluate the quality of teaching over time.
- Inspectors met with groups of pupils and spoke to pupils around the school.
- Inspectors reviewed pupils' books and scrutinised a range of documents which related to safeguarding, behaviour, attendance and progress.
- Inspectors met with senior leaders, middle leaders and teachers who are new to the profession.
- The lead inspector met with governors and representatives from the local authority.
- Inspectors evaluated the 62 responses to Parent View, Ofsted's online questionnaire for parents and 26 responses to Ofsted's online questionnaire for staff. There were no responses to the pupil questionnaire.

## Inspection team

Dame Joan McVittie, lead inspector	Ofsted Inspector
Sunday Ellis	Ofsted Inspector
Sarah Parker	Her Majesty's Inspector
Anthony Wilson	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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13 July 2018

Mr Rob Hullett  
Raine's Foundation School  
Approach Road  
Bethnal Green  
London  
E2 9LY

Dear Mr Hullett

### **No formal designation inspection of Raine's Foundation School**

Following my visit to your school with Bruce Goddard, Ofsted Inspector, on 5 July 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave me and the time you took to discuss behaviour in your school.

The inspection was a monitoring inspection carried out in accordance with the no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because Her Majesty's Chief Inspector of Education, Children's Services and Skills was concerned about pupils' behaviour at the school.

### **Evidence**

Inspectors considered evidence that included:

- observations of pupils' behaviour and their attitudes to learning in lessons
- observations of pupils' behaviour throughout the day, including discussion with pupils
- documentary evidence
- discussions with school leaders and staff.

Having evaluated the evidence, I am of the opinion that at this time:

Leaders and managers have not taken effective action to maintain the high standards of behaviour and attitudes identified at the school's previous inspection.

## **Context**

The school is smaller than the average secondary school. Almost two thirds of pupils are from minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is almost twice the national average. Well over two thirds of pupils are entitled to free school meals. The proportion of pupils with a statement of special educational needs (SEN) or an education, health and care plan is average. More pupils than average receive SEN support. Since the last inspection, two members of the senior leadership team have left the school. A number of temporary teaching staff are currently in post.

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

Pupils' behaviour has declined since the school's last inspection, and is not good enough. While pupils told inspectors that they feel safe at school, they reported that learning is regularly disrupted by poor behaviour. In many of the lessons observed during the inspection, pupils' poor behaviour had a clear and negative impact on learning.

Pupils' conduct out of lessons has improved recently, however, and is generally satisfactory. Increased levels of staff supervision, including by the behaviour management team, ensure that most pupils move between lessons in an orderly manner. Inspectors saw a few incidents of boisterous behaviour with the potential to boil over, but staff were on hand to quickly nip them in the bud. Pupils reported unanimously that they feel safe when travelling to and from school, between lessons and at break and lunchtimes. They said that the frequency of fights is much reduced, but that some fights do still occur periodically. The school's records show that bullying has reduced. Lots of work has been done to raise pupils' awareness of the impact of bullying and how to get support if they are worried. Pupils' views on the amount of bullying in the school and their confidence in their teachers' ability to deal with it vary considerably, however.

Pupils were seen to behave well at break and lunchtime. Many sat in small groups with their friends chatting while others played football. There is a risk, however, that a stray football could hit a pupil or member of staff because the football area is not separated from the rest of the playground. The atmosphere in the canteen was generally calm and harmonious as pupils chatted to their friends while they ate their lunch. Many of the pupils who arrive early to school make good use of the learning resource centre to catch up on work or to chat quietly to their friends. The pupils were mostly polite to inspectors and spoke maturely about their school. Inspectors did hear some bad language, however, from a few pupils.

Not all pupils arrive punctually to school or to lessons. One inspector counted 23 pupils who arrived late to school at the start of the day. At the end of the lunch break, 20 pupils were seen to arrive late to their lessons. Staff have to spend too much time and energy chivvying pupils along to get to lessons in time. Too much of

this is done by negotiation rather than through firm instruction. While most pupils are compliant, many demonstrate a lack of resolve to move quickly to get to their next lesson on time. Attendance has dipped slightly since the last inspection.

Pupils generally wear their uniform in accordance with leaders' expectations. The inspection took place on a very hot day and many pupils understandably took advantage of the permission they were given to remove their school ties in lessons. Not all teachers ensure that pupils fully comply with all aspects of the school's uniform policy, however. In some lessons, a small minority of pupils were wearing hoodies or jackets and this went unchallenged, despite the school's clear expectations regarding uniform. Some girls were seen to be wearing make-up, in contravention of the school's rules.

Too many pupils misbehave once they get to lessons. Inspectors observed many instances of pupils talking over their teachers, ignoring their teachers' instructions or completing very little work. A few incidents of open defiance were also observed. In one lesson, for example, three pupils who had misbehaved were asked to leave their classroom by a faculty leader who had come to support the teacher. While the member of staff demonstrated real skill in coaxing the pupils out of the lesson, it took too long for the pupils to comply. When the pupils were then isolated, they did not take their removal from the lesson seriously enough and continued to snigger and be silly. In a Year 7 mathematics lesson, although the behaviour at the start of the lesson was good, by the end, pupils were observed walking around the classroom, shouting out and completely ignoring their teacher. In a Spanish cover lesson observed, all but a few pupils achieved little as they sat at their computers in the learning resource centre. One pupil, when asked by an inspector to share his work, mistakenly opened a PowerPoint presentation from his school documents folder whose front page included an expletive in bold text. In contrast to the findings from these observations, pupils were seen to be working well in a few lessons, including a Year 8 information and communications technology lesson and in most of their English lessons.

Inspectors' findings match closely the views expressed by many of the pupils they spoke with. One, typifying the views of many others, commented: 'You can go to one lesson where you learn then the next lesson where you don't learn anything.' Another said: 'Some teachers don't know how to deal with poor behaviour.' Pupils have grown used to accepting that some lessons will be blighted by poor behaviour as a normal part of school life.

Where behaviour is poor, this is often the result of ineffective teaching. In these instances, the work provided is not planned carefully enough to engage pupils or meet their different needs sufficiently. Hence, in a few lessons where pupils achieved little, it was because they did not know what they were supposed to do. The variability in the quality of teaching that pupils experience helps explain why not all pupils arrive to lessons on time. It was notable during the inspection that a large group of Year 10 pupils were seen to behave exceptionally well during a

workshop provided by an external provider on urban space development. This highlighted that the pupils are perfectly capable of behaving well when they are challenged, interested and engaged.

The school uses an 'on-call' system through which staff can request that pupils be removed from their lesson. However, the pupils told inspectors that this system does not really make much difference. They said that a pupil will be removed so they can then learn in the lesson, but that the same thing will happen again in subsequent lessons. Pupils judge that some teachers are too quick to use the on-call system for what they perceive to be trivial issues. While inspectors did not find evidence to support or refute these claims, the pupils' comments reflected a general lack of confidence in some teachers' fair application of the school's behaviour policy. Inspectors did see some evidence of teachers using the on-call system where they should have been able to deal with the incidents themselves, in accordance with the expectations set out in the Teachers' Standards.

Pupils who are removed from lessons are either sent to another teacher or to a seclusion room. Regular offenders and those judged to have behaved particularly badly are required to spend time in the learning support unit (LSU). These provisions are not effective enough, however. Records kept in the LSU, for example, show that some staff regularly fail to set work for pupils as is expected. The logs in the LSU are incomplete, with the reasons a pupil has been assigned to the unit not always recorded. Staff in the unit do their best to keep pupils on track and to provide work. The quality of this provision is simply not good enough in helping pupils to improve their behaviour, however. This is reflected by the fact that some students are repeatedly sent to the LSU.

In contrast, some pupils who find it difficult to manage their behaviour receive high-quality support through a programme which combines basketball with mentoring. Their high levels of respect for their coach and their keenness to win and maintain his approval have had a marked impact in improving their attendance, punctuality and behaviour. Not enough initiatives of this kind – or quality – are in place, however.

Leaders and governors fully acknowledge that behaviour has declined since the last inspection. They have identified accurately where behaviour is of concern and where it is good. They know that the proportion of pupils excluded from the school has also increased this year. Governors say that the reduction in the size of the senior leadership team as a result of financial pressures has not helped. They also apportion some of the poor behaviour to the weaker quality of teaching delivered by some of the temporary staff. Inspectors agree that the pupils behaved less well in some of these lessons than in the lessons taught by more established teachers. However, leaders' monitoring had not identified the extent of the poor learning experience that some pupils experience daily. For example, two weeks before this inspection, the headteacher's report to governors included the statement, 'behaviour for learning is good'.

Leaders have not been helped by the largely positive findings of an external review of behaviour which took place at the end of the spring term. They were reassured by the findings, which noted that behaviour in the school was similar to that observed by inspectors in the autumn term. However, they have not given enough weight in their analysis of the review to the more worrying findings. The report noted, for example, that: 'The students' behaviour can be managed but requires high levels of supervision.'

Leaders monitor the number of behaviour and rewards points issued to pupils on a weekly basis. They also drill down into this information to see where problems are arising and which groups are affected. This approach does not appear to have made much difference in ensuring that pupils behave consistently well, however.

Leaders are confident that behaviour will improve in the autumn term because they judge that they have appointed some high-quality teachers. Staff restructuring is planned to help improve pupils' behaviour in key stage 3. The behaviour working party of staff, established earlier this year, reflects a collective will among many staff for behaviour to improve. They have already had success, for example, in reducing the negative impact of mobile phones on pupils' learning. Staff reported that the collective response to pupils' use of mobile phones brought staff together. They said it showed them that, when they all work together, they can bring about the positive changes to pupils' behaviour needed.

### **Priorities for further improvement**

Leaders and governors should ensure that they:

- strengthen the effectiveness of monitoring arrangements so that they have a more accurate understanding of pupils' day-to-day experience of behaviour in lessons
- strengthen systems for gauging pupils' views on their day-to-day experiences of behaviour, including bullying behaviour, so that action can be taken where concerns are identified
- strengthen teachers' skills in devising lessons which are stimulating and matched closely to pupils' needs so that pupils are motivated to arrive to school and lessons on time, work hard and follow instructions
- equip all teachers with the confidence and skills to tackle poor behaviour in lessons and hold them fully to account for doing so systematically and regularly
- devise cohesive and coherent approaches to improving the behaviour of pupils who are known to persistently disrupt lessons, by:
  - making more effective use of the LSU and seclusion arrangements, and
  - building on the work done through the basketball and mentoring programme.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of London, the regional schools commissioner and the director of children's services for Tower Hamlets. This letter will be published on the Ofsted website.

Yours sincerely

Daniel Burton

**Her Majesty's Inspector**

20 December 2018

Paul Woods  
Executive headteacher  
Raine's Foundation School  
Approach Road  
Bethnal Green  
London  
E2 9LY

Dear Mr Woods

**Requires improvement: monitoring inspection visit to Raine's Foundation School**

Following my visit to your school on 12 December 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the monitoring inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The monitoring inspection was carried out under section 8 of the Education Act 2005 and has taken place because the school has received two successive judgements of requires improvement at its previous section 5 inspections. At its section 5 inspection before the one that took place in November 2015, the school was also judged to require improvement.

Senior leaders and the interim executive board (IEB) are taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection in order for the school to become good.

The school should take further action to:

- quickly secure the arrangements for the leadership and management of the school beyond the current academic year by working closely with the local authority and the diocese
- strengthen the quality of teaching, learning and assessment by:
  - identifying how well teaching meets the needs of all groups of pupils, including the most able and those with special educational needs and/or

- disabilities (SEND)
- continuing to strengthen teachers' skills in devising lessons which engage pupils and deepen their knowledge and understanding
  - ensuring that the curriculum in each subject is coherent, appropriately sequenced and conducive to high-quality learning.

## **Evidence**

During the inspection, I met with you, other senior leaders and a group of teaching staff to discuss the actions taken since the section 5 inspection. I also met with a representative from the local authority and members of the IEB, including the chair. I spoke with two groups of pupils in meetings, and other pupils in lessons and during the lunchbreak. I visited a range of lessons with senior leaders. I evaluated the school's improvement plan, leaders' evaluations of the school's effectiveness and minutes from meetings of the IEB. I also considered this year's GCSE and A level results, together with the school's information on current pupils' attendance and behaviour.

## **Context**

You took up your post as executive headteacher of the school in September 2018. You spend three days each week in the school. In October 2018, the school's governing body was replaced by an interim executive board (IEB). The substantive headteacher and deputy headteacher are currently absent from the school. Both will leave the school at the end of December 2018.

In July 2018, I visited the school, without notice, because Her Majesty's Chief Inspector of Education, Children's Services and Skills was concerned about pupils' behaviour. This visit found that the high standards of behaviour and attitudes reported at the previous section 5 inspection had not been maintained.

## **Main findings**

Much time has been lost in bringing about the improvements needed. Following the section 5 inspection, the quality of education declined rather than improved. This summer's GCSE results were very poor and worse than those reported in 2017.

Since September 2018, however, the quality of education the pupils are receiving has improved quickly and dramatically. This is because of the decisive and immediate steps you took on your appointment to tackle the persistent disruption in lessons reported in July 2018. All of the staff and pupils I spoke with were unanimous in their views that the school has improved dramatically this term. One pupil described the school as 'unrecognisable'. Teachers have been galvanised and their morale has improved. There is a growing sense of optimism in the school. Behaviour is now managed very carefully and skilfully from the very start of the

school day. On their arrival to school, pupils line up in silence in the playground. Staff ensure that they are wearing the school's uniform correctly and that they have the right equipment. Pupils are then escorted in silence to their lessons. This process is repeated after break and lunchtime. It ensures that each teaching session begins purposefully and that no pupils can truant from lessons. You have banned the use of mobile phones and made clear to pupils that inappropriate attire will be confiscated. The pupils welcome these changes because they can see that they are resulting in much-improved behaviour which, in turn, is enabling them to learn more in lessons. They also value the increased focus given to rewarding good behaviour and positive attitudes to learning.

Punctuality has improved because you have made clear to pupils that they will be punished if they are late for school. Pupils' attendance is also improving because the leadership of this aspect of the school's work is much better than before. Expectations of pupils' attendance have been raised, with all staff now playing a role in challenging poor attendance. This is enabling leaders to use specialist staff, such as the educational welfare officer, to focus on the pupils whose attendance causes most concern.

Much improved systems are in place to support pupils who exhibit challenging behaviour. The Raine's Inclusion Centre has replaced the previously ineffective learning support unit. It provides well-structured teaching to support pupils' behaviour and learning. Leaders ensure that pupils who make use of the centre are there for a limited period of time, with clear personal targets which are shared with their parents.

In the lessons we visited, pupils behaved consistently well and most exhibited very positive attitudes to learning. Some pupils also told me that lessons are now more enjoyable because they spend less time completing mundane tasks such as copying off the board or answering questions from a text book. One described learning as more 'interactive.' This is pleasing given that one of the school's key strategies since September has been to increase opportunities for pupils to apply their new learning. Teachers' use of more interesting and varied approaches to teaching has supported this.

For much of the previous academic year, little was done to improve the quality of teaching. Leaders are now taking action to remedy this. Understandably, given the parlous position the school was in at the end of the summer term, they have focused so far this term on ensuring that staff apply the school's new behaviour strategy effectively and that pupils are working hard. They have also established a baseline to highlight the strengths and weaknesses of individual teachers' practice. Leaders are using the information they have gathered to inform staff training, including through provision for individual coaching where it is needed. These initiatives are new, however. Hence, it is too soon to know if they will be successful.

Leaders know that, currently, their analysis of teaching, learning and assessment is

not yet sufficiently refined. Observations of learning, for example, do not focus enough on the impact of teaching, learning and assessment on different groups of pupils, including the most able and pupils with SEND. The special educational needs coordinator does not currently observe teaching to ensure that pupils with SEND receive the support they are entitled to.

My observations of teaching indicated a much-improved picture this term. This is largely because pupils' behaviour and attitudes to learning are so much better than before. None of the lessons I visited were affected by low-level disruption. Nevertheless, there is much work to be done to support teachers in devising lessons which engage pupils and deepen their knowledge and understanding sufficiently. This, in part, is because the curriculum is not good enough. Leaders, and members of the IEB, have identified that the way the curriculum is organised inhibits pupils' learning in some subjects. Curriculum plans are not fully developed in all subjects. Schemes of work in science are currently being rewritten, for example. My scrutiny of pupils' work during my visit to a history lesson highlighted a lack of coherence and substance in the Year 9 history curriculum. It is important that the improvements being made to teaching across the school are accompanied by a thorough review of the curriculum to ensure that it supports teaching of the highest quality.

The appointment of the IEB is resulting in stronger governance than was previously seen. This small group of professionals, each of whom has considerable educational expertise, is proving to be influential and effective in supporting and challenging school leaders to improve the school quickly and sustainably.

### **External support**

The local authority has taken decisive action to improve the governance of the school. Following the issuing of a warning notice to governors in September 2018, the director of children's services sought permission from the Secretary of State to appoint the IEB. The local authority has also funded your appointment as well as the extensive support provided by three educational consultants. It is very clear that these consultants are having a significant impact in improving the school and in improving the leadership skills of the staff they are working with. However, barring governance, the arrangements for the leadership of the school beyond the current academic year are not confirmed. It is imperative that this is remedied in a timely way so that staff, pupils and parents can be confident that the impetus seen since September will be maintained.

I am copying this letter to the chair of the IEB, the director of education for the Diocese of London, the regional schools commissioner and the director of children's services for Tower Hamlets. This letter will be published on the Ofsted website.

Yours sincerely

Daniel Burton

**Her Majesty's Inspector**

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