

# 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	Voluntary Aided
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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