

Inspection of a good school: Raynham Primary School

Raynham Avenue, London N18 2JQ

Inspection dates:

23 and 24 May 2023

Outcome

Raynham Primary School continues to be a good school.

What is it like to attend this school?

Raynham Primary School is a warm and welcoming place. Strong, respectful relationships create a safe and nurturing space for pupils and their families. Leaders and staff show determination that all pupils flourish academically and socially. They have created a welcoming environment where all pupils, including those with special educational needs and/or disabilities (SEND), do well.

Adults have high expectations of how pupils behave. Pupils show good manners, and they are kind to each other. Staff help them to show a high degree of commitment to their learning. Pupils trust adults to deal with any concerns seriously and resolve them swiftly.

Leaders provide pupils with a wide range of experiences. This helps pupils to be ready for the next stages of their education, including the move on to secondary school. Pupils enjoy using the school's farm. They take on roles such as house captains and members of the eco-team. Staff encourage pupils to develop their understanding of sustainability. For example, pupils learn about air pollution and the importance of growing their own vegetables. They took part in producing a sustainable sculpture for the local canal bank.

What does the school do well and what does it need to do better?

Leaders have designed an ambitious curriculum for all pupils. They make sure that pupils with SEND receive highly effective support. Staff adapt learning for these pupils skilfully. As such, they achieve well and develop their understanding successfully.

Leaders ensure that there is coherent progression in important knowledge from early years to Year 6. For example, in geography, pupils build secure understanding of locational and map work. In mathematics, staff help pupils to develop their calculation and number strategies well. Staff support children in early years effectively across all areas of learning. Typically, teachers build on pupils' prior knowledge securely. For example, in Reception, staff support children to identify the habitats of animals accurately.

This helps them to successfully access future content about biomes and tundra in Year 2. Leaders have identified the key knowledge they want pupils to learn in all subjects. On occasion, teaching does not use effective strategies to revise and build on pupils' prior understanding. This means that pupils are not fully ready for future content.

Teachers use pupils' assessment information confidently. This helps them to pinpoint where pupils may not be as secure in their learning, adapting lessons accordingly. Teachers present information to pupils very clearly. They structure lessons well to provide pupils with easy-to-follow explanations and opportunities to understand key vocabulary. Staff help pupils to have positive attitudes to their learning. Pupils get on with their work quickly and purposefully.

Leaders make sure that pupils' reading is a high priority. In early years, staff develop children's communication and language skills well. Leaders have ensured that staff have secure subject knowledge. As a result, staff teach phonics consistently well. They help pupils to use correct strategies to decode unknown words. Staff check on pupils' phonics knowledge regularly. They ensure that pupils read books closely matched to the sounds they know. Any pupils who need extra help receive support so that they catch up and keep up. Pupils read with fluency and confidence and develop a love of reading. From early years onwards, there are regular story times. This ensures that pupils read a range of different books throughout their time at school. Pupils are excited to hear their favourite stories. For example, they ask the headteacher to read particular books for her storytelling podcast on the school's website.

Leaders provide ample opportunities for pupils' personal development. They enhance the curriculum in many ways. Staff help to develop pupils' confidence, including through debating and public speaking. This helps pupils to understand different points of views. In early years, staff help children to follow routines successfully.

Staff are positive about working at the school. They comment that they receive excellent support and training, which helps to develop their expertise. They recognise that leaders do what they can to reduce workload.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a high priority. Leaders make sure that processes are robust. Leaders have created a safe and welcoming culture. They make sure that staff have regular training, including about female genital mutilation and domestic violence. Leaders and staff work closely with parents and know them well. They work closely with external agencies so that the right help and support can be put in place.

Pupils are taught how to stay safe in a range of ways, such as through fire drills, road and online safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teaching does not help pupils to revise and build on their prior learning. This means that, on occasion, teaching does not deepen pupils' knowledge and understanding effectively. Leaders should ensure that teachers use effective strategies so that pupils revise and secure key content so that they are fully ready for future learning.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Raynham Primary School, to be good in September 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	146882
Local authority	Enfield
Inspection number	10268550
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	647
Appropriate authority	Board of trustees
Chair of trust	Jenny Tosh
Headteacher	Anna Trott
Website	www.raynhamprimaryschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- This school converted to become an academy school in April 2019 when it joined the Children First Academy Trust. When its predecessor school, Raynham Primary School, was last inspected by Ofsted in 2017, it was judged to be good.
- The school has an additional resource provision for 10 pupils with autism spectrum disorder.
- The school currently uses one registered alternative provider.
- The school has provision for two-year olds in its Nursery class.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, other senior leaders, groups of staff, representatives from the trust and the local governing board, including the chairs of both bodies, and the school improvement partner.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, they discussed the curriculum with leaders, visited a sample of lessons, met with teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in other subjects.
- Inspectors met with a range of pupils to discuss their views and talked to them informally at lunchtime and around the school.
- To inspect safeguarding, inspectors scrutinised a range of information, including a selection of the school's records. They spoke to staff, pupils, parents, governors and trustees about safeguarding and looked at the recording and reporting of safeguarding incidents.
- Inspectors considered the views of parents, pupils and staff, including from responses to Ofsted's online surveys.

Inspection team

Jeanie Jovanova, lead inspector

Ofsted Inspector

Paul Jackson

Ofsted Inspector

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