

SPECIAL EDITION

Raine's Review June 2017



THIS SPECIAL EDITION OF THE NEWSLETTER FOLLOWS THE SHORT INSPECTION OF THE SCHOOL CARRIED OUT ON THE 11TH AND 12TH OF MAY 2017 BY AN INSPECTOR. ALL CHURCH SCHOOLS ARE INSPECTED TO LOOK AT STANDARDS AND TO LOOK AT HOW DISTINCTIVE AND EFFECTIVE WE ARE AS A CHURCH SCHOOL.

Raine's Foundation School – SIAMS INSPECTION REPORT

May 11th-12th
2017



Raine's is a "GOOD" church School - Statutory Inspection Of Anglican and Methodist Schools (SIAMs) - **May 2017**

The outcome is reported in a letter to the Headteacher which is enclosed with this newsletter.

Staff and pupils have worked hard this year to raise standards. It was acknowledged in the report **"strong leadership of the interim headteacher and the new governing body provide a clear focus on improving the academic outcomes for students across Key stage 3 and 4"**

At Raine's we pride ourselves on looking after the whole pupil and the report highlighted how **"the quality of mutually respectful relationships and strong pastoral systems express well the school's Christian care and concern for the individual"**.

Over the past year we have focussed on improving how we look in school and in the community through a new school uniform. This is a significant improvement on the old. We ask for continued parental support to ensure pupils turn up to school with correct uniform. How we look matters to us.

Thank you to parents and carers for working with us to improve attendance to school. The report notes attendance figures have **"improved significantly and is now in line with national average"**.

I am pleased to say that behaviour has also improved significantly and fixed term exclusion figures are well below the national average. Weekly positive points issued by staff are nearly 10 times those issued for any negative behaviour. Our students have responded well to our new systems and high expectations.

The inspection also noted that **"the school has improved its communication with parents and carers so that they are kept well informed of their children's progress. At each parents' evening a questionnaire to gather their views is used. The responses are overall positive and analysed by senior leaders and used to improve practice further"** 98% of parents said that their child was happy at school in the last survey, 100% of students said they felt safe at Raine's and 97% of parents reported their child made good progress.

Finally, thank you to all parents and carers for your continued support of the school. By working together we can make this an even better place to learn and work.

Rob Hullett
Interim Headteacher

"Quality of mutually respectful relationships and strong pastoral systems"

"Under the strong leadership of the interim headteacher and the new governing body, a clear focus on improving the academic outcomes for students across Key Stages 3 and 4 is firmly in place."

"Finding out about other people's beliefs makes you more open-minded but also helps your own faith to develop"





THE CHURCH OF ENGLAND EDUCATION OFFICE

“There is an appropriate balance between content that focuses on Christianity and that which addresses other world faiths, alongside ethical, moral and philosophical issues”.



“Opportunities are taken across the Curriculum and through extra-curricular Clubs and activities to support good SMSC development”.



“Governors are more closely involved in school life and have a clear focus improving standards. The leadership and management of the sixth form centre is strong with a refurbished sixth form centre due to open late in 2018”.

“Teachers structure learning well”.

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Raine's Foundation School	
Approach Road, Bethnal Green, London, E2 9LY	
Current SIAMS inspection grade	Good
Diocese	London
Previous SIAMS inspection grade	Outstanding
Local Authority	Tower Hamlets
Dates of inspection	11-12 May 2017
Date of last inspection	December 2011
Type of school and unique reference number	Secondary - 100979
Headteacher	Robert Hullett
Inspector's name and number	Pamela Draycott 161

School context

This small school is proud of its history of Christian service. It has gone through an unstable time recently including two headteachers and a new governing body. There is currently an interim headteacher leading the school. It was judged as 'requires improvement' by Ofsted in November 2015 for all areas apart from the sixth form which was 'good'. Further monitoring by Ofsted indicates that issues are being well addressed. The majority of students are White British with Black and Asian heritages also represented. The percentage for whom extra funding is received due to social disadvantage is above the national average.

The distinctiveness and effectiveness of Raine's Foundation School as a Church of England school are good

- The progress made by the new governing body and leadership team in ensuring that issues raised through the Ofsted report are bringing about improvements to the main school.
- The good vocational and academic provision and outcomes in the sixth form are clearly underpinned by the school's Christian and inclusive foundation.
- The quality of mutually respectful relationships and strong pastoral systems express well the school's Christian care and concern for the individual.
- Religious education (RE) has a high profile across the school and in the sixth form. It makes an effective contribution to the school's Christian, open and tolerant ethos.
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Areas to improve

- Establish monitoring and evaluation systems for ensuring that the school's Christian vision, mission and values drive forward further improvements so that what has begun becomes deeply established in practice.
- Embed improvements to teaching and learning across Key Stages 3 and 4 so that attainment and progress at GCSE is improved and all students achieve their full potential.
- Ensure that students with special educational needs and disabilities (SEND) achieve as well in RE as do their peers.
- Make sure that the school's core Christian values of hospitality, justice, mercy and forgiveness, are consistently reflected in the cycle of worship.

The school, through its distinctive Christian character, is good

at meeting the needs of all learners

The school's longstanding motto is, 'Come and learn your duty to God and to man'. This is reflected through its vision and mission statement which now expressly focuses on the belief that all are precious children of God and therefore the school should strive towards, 'achieving excellence through unlocking potential'. Its core Christian values of hospitality, justice, mercy and forgiveness, provide a clear framework for the school's friendly, caring and inclusive atmosphere. Staff and students plainly talk about how the school's vision shapes positive relationships and encourages, as a Year 8 student reflected, 'all to work well together and respect one another'. Most students feel happy and safe in school and know that, as a Year 9 student said, 'staff care about us and want us to do well so that we have better life chances'. Consequently, attendance has improved significantly and is now in line with the national average. On those occasions where students fall short of the high standards of behaviour or attendance expected, the school works consistently and compassionately with students, and where necessary their family to bring about improvements. A new rewards and sanctions policy is having a positive effect on improving behaviour and attitudes towards learning. As a Year 10 student reflected, 'It's fairer and forgiving'. In keeping with its Christian and inclusive ethos the school is working in a focused manner to ensure that individuals flourish and achieve their best. This is clearly seen across the sixth form where, for both vocational and academic courses, attainment and progress are at least good and often very good. Its Christian underpinning contributes well to the academic attainment and progress of students across Key Stages 3 and 4 which is showing improvement, following a period of less good performance. Teaching staff have embraced recent changes to the way in which students' attainment and progress is monitored. This is impacting positively on improved teaching and learning with a greater focus on the needs of the individual. As a result, in keeping with the school's Christian values, the gap between more disadvantaged students and their peers is beginning to close. The school rightly recognises that the spiritual, moral, social and cultural (SMSC) development of students is fundamental to its Christian mission. As a result the school has effectively mapped how different curriculum areas contribute to the development of these important areas of personal development. This means that appropriate opportunities are taken across the curriculum and through extra-curricular clubs and activities to support good SMSC development. Students are increasingly taking responsibility for others through, for example, the prefect system. Charitable fundraising activities are recognised as an expression of the school's Christian motto. RE is enjoyed by students who value it as a way of thinking about the role of religion in the world today. They can express how, through considering a range of beliefs and practices, they can become open and respectful citizens. Thus RE contributes positively to students' understanding of difference and diversity. As a Year 10 student pondered, 'finding out about other people's beliefs makes you more open-minded but also helps your own faith to develop'.

The impact of collective worship on the school community is good

Worship contributes effectively to the school's inclusive Christian ethos. Members of the school community see its importance, irrespective of their faith or non-faith position. Reflections by students such as, 'it helps you learn about faith and worship God', or 'worship helps you make things better' or 'worship helps me pray' shows something of the impact on individuals. Themes are well planned for the academic year by the interim headteacher and the chaplain. These address key times of the Christian year alongside events in school life and topics. They support learning and raise aspirations well. However, the school's key values are not explicitly addressed as part of this year's programme. Worship is delivered in either year group 'assemblies' or tutor group time, where a 'thought for the week' aptly prompts discussion, reflection and prayer. Students take part in worship positively. They listen well and they enjoy contributing when occasion arises. Student involvement in planning the worship programme is under-developed. Worship draws well on biblical material and includes appropriate teaching about the importance of Jesus for Christians, as well as key Christian beliefs such as that of God as Father, Son and Holy Spirit. This means that students have an age-appropriate appreciation of these beliefs, irrespective of their personal faith or non-faith position. The programme is enhanced by whole school worship at Christmas and the end of the academic year in a large local Anglican church building. Year 7 visit the church where the school's original benefactor is buried for 'founder's day' in September. Year group worship in the parish church has been reintroduced from March 2017. These times, along with the weekly Eucharist celebrated over a lunchtime, and attended by a few students and staff, provide good opportunities for students to develop an understanding of key Anglican forms of worship. The chapel is available to students and staff for personal prayer and reflection in addition to which two Christian groups and a multi-faith group meet weekly during various lunchtimes. It is also utilised for small group work and meetings. This reflects well the importance of the chapel as an integral part of the school community. Prayer is rightly recognised as a reflection of the school's Christian ethos. There are informal

opportunities for staff and students to request prayer from the chaplain but no formal, easily accessible systems are in place to enhance these opportunities further. The impact of the worship programme is occasionally monitored and evaluated by senior leaders and governors who feed this back into full governing body meetings. This has had a clear impact on improving practice, as has the use of staff and students questionnaires.

The effectiveness of the religious education is good

Standards of attainment and the progress made across RE has been variable but are broadly around the national average. This means that most make good progress from their various starting points, which are often below the national expectation. This is exemplified through results for both GCSE and GCE courses. However, students identified as having some sort of special educational need or disability are not consistently making as much progress as their classmates. This has been identified as an area for improvement and the department is already beginning to address this. The curriculum has been revised over this academic year. There is an appropriate balance between content that focuses on Christianity and that which addresses other world faiths, alongside ethical, moral and philosophical issues. However, the multi-cultural nature of Christianity and of the Anglican communion worldwide is not explicitly explored. A range of strategies are well used to focus students' learning and improve the progress they make further. These include various types of written activities, role play, drama and discussion. The Key Stage 3 curriculum has been developed so that it focuses on various skills, such as explanation and interpretation to support learning and help prepare students for the full course GCSE which all follow across Key Stage 4. Teacher marking and assessment has become more focused over the course of this academic year particularly. It provides clear opportunities for students to reflect on and improve their work. This is impacting positively on students' attitudes towards their learning and is helping to improve progress further. Teachers structure learning well, following the school's revised guidelines effectively. For example, in Year 8 students study Zakah as part of their learning about Islam. They engage in a focused activity which ensures that they provide a definition, factual information and reasons in preparation for writing an extended piece, exploring its significance for Muslims. Students following the GCSE or GCE courses experience a range of opportunities, well linked to examination criteria, which address both content and skills such as evaluation and analysis. Teaching across the department, as evidenced through the inspection and the quality of written work and assessment practice, is consistently good and often outstanding. Leadership of the subject is very strong with regular monitoring refining classroom activities. An accurate and detailed development plan is in place.

The effectiveness of the leadership and management of the school as a church school is good

Under the strong leadership of the interim headteacher and the new governing body, a clear focus on improving the academic outcomes for students across Key Stages 3 and 4 is firmly in place. This is plainly recognised as a major expression of the school's Christian service in encouraging students to flourish and meet their potential. It is impacting well on the quality of teaching and learning, although its impact in terms of GCSE outcomes has yet to be externally validated. Monitoring, evaluation and accountability has improved significantly since January 2016 with the formation of the new governing body. Governors are more closely involved in school life and have a clear focus improving standards. The leadership and management of the sixth form is strong with a refurbished sixth form centre due to open late in 2018. The school has improved its communication with parents and carers so that they are kept well informed of their children's progress. At each parents' evening a questionnaire to gather their views is used. The responses are overall positive and analysed by senior leaders and used to improve practice further. However, there are no questions that relate to the outworking of the school's Christian foundation. Links with the parish church are strong. The parish priest, who is the chaplain, gives very generously of his time and expertise for both worship and pastoral concerns. Regular prayer is offered for the school by the church which is also used for year group services. Links with the diocese through training and support, and through the work of the new governing body, are impacting positively on recent school improvements. Recruitment and continuing professional development opportunities are well used to support staff for working within a church school context. The school is becoming more outward looking and is re-establishing links with local church primary schools and deanery clergy. This is enhancing its Christian mission well. Governors have secured effective leadership and a strong team across the RE department. RE and worship both meet statutory requirements. Since the previous denominational inspection the school has revisited its Christian vision and has addressed the key issues around worship and the use of the chapel well.

“The school through its distinctive Christian character, is good at meeting the needs of all learners”.



“There is an appropriate balance between content that focuses on Christianity and that which addresses other world faiths, alongside ethical, moral and philosophical issues”.

“As a Year 9 student said, ‘staff care about us and want us to do well so that we have better life chances’”. Teaching across the department, as evidenced through the inspection and the quality of written work and assessment practice, is consistently good and often outstanding”.



“Good vocational and academic provision and outcomes in the sixth form”.