

Inspection of a school judged good for overall effectiveness before September 2024: Raynes Park High School

Bushey Road, London SW20 0JL

Inspection dates:

26 and 27 November 2024

Outcome

Raynes Park High School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

This is a friendly and welcoming school where pupils are well supported. Caring relationships with staff encourage pupils to try their best and to ask for help when needed. Staff listen to pupils and take their views seriously. This helps pupils to feel safe and comfortable in the school environment.

Pupils achieve well. Staff understand pupils' starting points and individual needs, including pupils with special educational needs and/or disabilities (SEND). Pupils in the school's specially resourced provision for pupils with SEND (specially resourced provision) describe feeling 'special' because of the strong support that enables them to be successful.

The school teaches pupils the values of respect, resilience and results. Pupils understand these expectations. They are typically courteous and respectful to staff and each other. They try hard in their studies.

The school provides quality experiences for pupils to develop their talents and interests. Pupils regularly attend clubs, including chess club. They compete in sports, including tennis, football and basketball. Pupils have opportunities to perform. For example, Year 9 pupils performed 'Romeo and Juliet' on stage at Shakespeare's Globe. High-quality school theatre productions involve many pupils from different backgrounds. Pupils value roles of responsibility. For example, pupils in Year 10 enjoy supporting Year 7 pupils to settle into school.

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

Leaders have carefully designed the curriculum in all subjects. Pupils learn content in a thoughtful order. This enables pupils to develop detailed knowledge across the curriculum. In history, for example, younger pupils learn about politics in the UK. This

prepares them, as older pupils, to understand how different countries were led during wartime. Likewise, in English, younger pupils learn to see how texts reveal the author's views on certain issues. Students in the sixth form build on this when they compare different authors' approaches and intentions.

Teachers have strong subject knowledge. Effective training supports them to develop their expertise. Teachers use strong routines to help pupils recall important prior content. In a small minority of subjects, the school has identified that the curriculum was being delivered less effectively. This resulted in lower published outcomes in these areas for pupils at the end of Year 11 in 2023. Leaders have tackled this by training staff to improve curriculum delivery and closely monitoring the impact of the curriculum in all subjects. As a result, pupils across the school now experience a well-delivered curriculum and achieve well.

The school identifies pupils' needs precisely. Teachers adapt resources and methods to help pupils with SEND learn the school's ambitious curriculum. Staff provide well-focused support to pupils in the specially resourced provision. As a result, pupils with SEND achieve well and develop increasing independence and confidence.

Teachers routinely check pupils' understanding of prior learning. They identify where pupils do not remember or understand content taught in the past. Teachers address gaps in knowledge and misconceptions well over time. However, on occasion, teachers do not present new information to pupils clearly enough. In some instances, teachers do not make timely checks on pupils' understanding of new content. This results in pupils finding some content confusing at first and moving on to new learning before they are ready.

The school makes reading a high priority. Staff regularly read aloud to pupils. Pupils read a range of quality texts. Leaders are acutely aware that many pupils have lower starting points in relation to reading. The school identifies and provides support for pupils to read fluently, confidently and widely. The school's well-used library plays an important part in promoting a love of reading.

Strong routines contribute to the calm and orderly school environment where pupils behave well. Typically, pupils learn free from disruption. Leaders provide thoughtful support to pupils who need help to meet the school's high standards. Most pupils attend well. The school provides timely and effective help to pupils whose attendance is lower.

Pupils learn the importance of making healthy choices. This includes looking after their mental health. The school teaches pupils how to stay safe, including online. Pupils know about healthy relationships and issues around consent. The school ensures that pupils know about different cultures and backgrounds. Pupils know about the importance of tolerance and respect for different beliefs. The school provides comprehensive information about pupils' future careers and education choices.

Leaders listen to the views of staff and take them into account when making changes. This helps staff manage their workload and supports their well-being. Governors are diligent. They know the school well. They ask leaders thoughtful questions about how pupils could get the most from their education. School leaders work closely with them and

examine in detail the impact of the school's work on its pupils. This enables the school to keep improving.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some instances, the way teachers present new information to pupils is not clear enough. As a result, pupils sometimes find it difficult to understand new concepts at first. The school should ensure that all staff have the knowledge and expertise to present information to pupils effectively so pupils have the best possible opportunity to understand it.
- On occasion, teachers do not check that pupils have understood new ideas well when they are first introduced. As a result, pupils are sometimes asked to move on to the next step in their learning before they have the necessary understanding to be successful. The school should ensure that teachers make timely checks on pupils' understanding of new content and respond effectively to address any gaps in their knowledge this shows.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 school to be good for overall effectiveness in January 2019.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102674
Local authority	Merton
Inspection number	10345832
Type of school	Secondary comprehensive
School category	Community
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,207
Of which, number on roll in the sixth form	197
Appropriate authority	The governing body
Chair of governing body	Dean Murphy and Hannah Capgras (Co-Chairs)
Headteacher	Kirsten Taylor
Website	www.rphs.org.uk
Dates of previous inspection	23 and 24 January 2019, under section 5 of the Education Act 2005

Information about this school

- This school has a specially resourced provision for pupils with a diagnosis of autism. At the time of the inspection, there were 27 pupils on roll in the provision.
- The school makes use of four registered and two unregistered alternative provisions.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Year 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic

began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher and other senior leaders. Inspectors also met with leaders with responsibility for SEND, behaviour and attendance, and pupils' personal development.
- Inspectors met with representatives from the local governing body and the local authority.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors considered responses to Ofsted's online surveys for parents, staff and pupils.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

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