

The Raglan Junior School

Raglan Road, Bush Hill Park, Enfield, Middlesex, EN1 2RG

Inspection dates 19–20 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching is inconsistent. It is stronger in some year groups than others.
- Progress across the whole school has not been consistently strong. Standards in writing are not good overall.
- In some lessons, teaching assistants do not enable pupils to work independently so that they do not gain a sense of achievement.
- The pace of change has been restricted by major changes in both leadership and staffing since the last inspection; however, the school is now improving.
- Newly appointed senior leaders do not yet have the opportunity to strengthen their skills as role models of exemplary teaching and learning.
- Written feedback to pupils is not always clear about the next steps in their learning, although work is typically marked well.

The school has the following strengths

- The headteacher has a clear understanding of what the school needs to do in order to both improve teaching quality and raise achievement.
- Attainment of the most able pupils in mathematics and reading is excellent.
- Behaviour in and around the school is good; pupils have positive attitudes to their learning.
- All leaders, including governors, are determined for the school to improve and are working together closely following a challenging period of staffing changes.
- A large majority of parents, carers, staff and pupils all agree that the school is a safe place.

Information about this inspection

- Inspectors observed teaching in all classes. They visited 22 lessons of which 14 were joint observations made with the headteacher and members of the senior leadership team. In addition, inspectors made a number of short visits to lessons and assemblies, the breakfast club, and looked at pupils' work in books and listened to pupils read.
- Discussions were held with senior managers and leaders, staff and pupils, members of the governing body, the headteacher of a local school and a representative from the local authority.
- Inspectors met informally with parents and carers at the end of the school day and took account of the 91 responses to the online questionnaire (Parent View) as well as individual communications from parents.
- A number of documents were viewed including the school's own information about pupils' progress, the school's checks on its own effectiveness, the development plan, information regarding checks on teachers' and the school's effectiveness, records of how pupil premium funding is spent and its impact, records relating to behaviour and attendance, and safeguarding documents.
- The inspectors analysed 23 questionnaires from staff.

Inspection team

Gay Whent, Lead inspector	Additional Inspector
Stephanie Rogers	Additional Inspector
Richard Capel	Additional Inspector

Full report

Information about this school

- The Raglan Junior School is much larger than the average-sized junior school.
- The school federated to The Raglan Infant School in 2011 with one headteacher and governing body.
- The school has had a significant period of change, in both leadership and staffing, since the last inspection. The school has had two new headteachers. Many staff are new to the school, including the recently appointed leadership team who works across both schools.
- The proportion of pupils eligible for the pupil premium (extra government funding for pupils known to be eligible for free school meals, children looked after by the local authorities and children of service families) is below average. There are a very small number of pupils who are looked after by local authorities, but there are no children of service families at the school.
- The proportion of disabled pupils and those who have special educational needs supported at school action is higher than average. The proportion supported at school action plus or with a statement of special educational needs is lower than average. These pupils have a variety of barriers to learning.
- The percentage of pupils from a broad range of minority ethnic groups is above average. Of these, the proportion of pupils for whom English is an additional language is above average. At the time of the inspection over 39 groups were represented in the school.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching and accelerate rates of progress so that more pupils meet or exceed expected levels, particularly in writing, by making sure that all teachers:
 - plan for the lesson content to be pitched consistently to appropriate levels of challenge, so that pupils' attention and interest are maintained throughout their learning
 - apply the school's marking policy consistently and give clear guidance to pupils about the next steps in their learning so that they know what they are expected to achieve
 - plan for pupils to have enough time to respond to teachers' comments in their books so that they know how to improve their work
 - organise their teaching assistants effectively so that they are able to ensure the pupils they work with make good or better progress and that they are not over dependent on adults for help.
- Improve the impact of leadership and management of the newly appointed senior leaders by strengthening their skills as role models of exemplary teaching and learning for all staff within the school.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement. In the past there was a history of underachievement in Years 3 and 4. This has been rectified and already there is marked improvement in progress across Years 3 to 5 which is good.
- Progress has not been consistently strong across the school, particularly in writing. The school has correctly identified this as a priority for development and is allowing pupils opportunities to write at length by improving the atmosphere for writing.
- Some disabled pupils and those with special educational needs have made good or better progress in reading, writing and mathematics which is leading to higher attainment. This is not yet consistent across similar groups throughout the school. Adult support is not always organised well enough to ensure that this group of pupils make good progress overall, particularly in relation to setting them small achievable targets to give them confidence and a sense of achievement.
- More-able pupils attain extremely well in their reading and mathematics as a result of well-planned and interesting lessons based on clear next step targets. Pupils enjoy reading and are very keen to share their favourite authors, from Jacqueline Wilson to JRR Tolkien, as well as non-fiction books on subjects such as physics. More-able readers read fluently, confidently and with great enthusiasm. The school has a wide range of books for all age ranges as a result of school improvement priority funding.
- Pupils who benefit from the pupil premium funding are making good or better progress across the school as their needs are accurately identified and a range of strategies are put into place to improve their learning both in the school and in wider opportunities beyond the school, such as school visits and clubs. In the 2013 national assessment at age 11, their attainment was only slightly below that of other pupils in the school in reading, writing and mathematics and slightly below similar groups of pupils nationally. The school tracks their progress at very regular intervals each term in order to meet their learning needs more precisely.
- The achievement of pupils who speak English as an additional language is above similar groups nationally. Although there are a considerable number of different languages spoken throughout the school across a wide range of different groups, the quality of support they are given in their classrooms ensures that they make good or better progress often from low starting points.
- Pupils are actively encouraged to take part in a wide range of sporting activities which are celebrated in displays around the school. One of the new senior leaders has created an action plan to make best use of the new primary school sport funding which will enable more pupils to develop healthier lifestyles. Pupils enjoy a wide range of well-resourced physical activities and games and are very keen to do more!

The quality of teaching

requires improvement

- Teaching is not yet consistently good over time, although the new staff teams are focused on teaching well; the previous variability in year groups has resulted in pupils' underachievement in the past.
- Where pupils do not have a clear understanding of their learning, they are not able to engage in the learning activities. They are not given the opportunity to discuss their learning or ask questions, which slows their progress.
- Whilst marking is carried out conscientiously, the marking policy is not yet fully embedded so the quality of feedback varies and the understanding of pupils of what they have learnt well and what they need to do next is variable across the school. Not all pupils have the opportunity to respond to their marking and apply the advice they have been given to their work. Some very good examples of where this is working very well are visible in mathematics books across each age range.

- A large majority of teaching is now good, and improving, as a result of the constant drive to improve. In a mathematics lesson, teaching was successful when pupils found equivalent fractions as they understood exactly what the term 'equivalence' meant. In one group, pupils explored and recorded a variety of equivalent fractions for a quarter, discussing what these could be and what they were not with a partner. By the end of the lesson all pupils were able to give examples confidently to show what equivalence meant.
- Teachers and their assistants strive to create a positive climate for learning in their lessons. This was particularly apparent in an outstanding lesson where pupils presented an opinion based on research of an historical leader in the Second World War. They used the information they had previously explored in their home learning and applied this to the 'steps for success' outlined by their teacher. All pupils were writing with concentration, aided by music playing quietly in the background. They wrote well and with confidence and showed they were reflective learners taking time to review what they had written. All pupils were engaged and committed to producing a successful report.
- Teaching assistants do not always have a key role to play in improving learning as they do not allow pupils the opportunity to work independently without too much guidance. In the very best lessons, teaching assistants work as a team with the teacher often taking responsibility for small groups and enabling them to learn as independently as possible. This is not yet consistent practice across the school.
- In an outstanding music lesson, the quality of playing a recorder by all class members was exceptional. Pupils were excited and very well motivated from a warm up singing activity in which they all participated enthusiastically to the production of a clear tone. They used a wide range of resources and understood exactly what they needed to do in order to be a successful player through the use of a clear learning intention, role modelling by their teacher and steps to success.

The behaviour and safety of pupils are good

- Pupils are very friendly towards each other and to all adults. They are polite and courteous.
- Pupils consistently respond well to instructions and requests and low level disruption in lessons is unusual.
- Pupils understand the importance of good attitudes and behaviour in their school life.
- There is a very positive ethos in and around the school and pupils conduct themselves well at different times of the school day. An inviting smell of toast welcomes pupils to the breakfast club, where adults encourage some pupils to play together whilst others choose to carry out extra homework or additional learning support activities at the start of each morning.
- Attendance is a real strength of the school and is above average. A small team of administrative staff ensures that this continues to be good or better by the consistent application of rigorous procedures which include a focus on good punctuality.
- The views of parents and carers, staff and governors are that pupils are safe at the school. Parents and carers say that their children are very happy at the school. Leaders listen to parents' and carers' views and, as a result, have implemented a termly report showing pupils' progress and attainment.
- Pupils have a very good awareness of the different forms of bullying. The school takes good advantage of anti-bullying week to focus on different aspects, led by visiting specialists who lead assemblies. There are few recorded incidents of bullying. An incident reported by a parent was thoroughly investigated by the school and dealt with immediately. Pupils say there are very few instances of bullying and that these are dealt with effectively by the school. They agree that it is not a threat 'at this school'.
- Behaviour is managed consistently well. A new positive behaviour policy is being embedded throughout the school and having a very positive impact, leading to a significant reduction in reported incidents. Teachers and their teaching assistants work very closely with those pupils with particular behavioural needs and are able to show an effective impact over time.

- Pupils know how to keep safe when they use the internet. Older pupils would be quite happy for their teachers 'to deter us even more' and 'show us more statistics' as they perceive that 'too many under-age children use social networking sites, such as Facebook, as it is fashionable'. They are very aware of the threat of cyber bullying.
- Behaviour and safety are not yet outstanding because where teachers do not pitch work precisely to pupils' needs some pupils lose their concentration and their attention waivers. This has been recognised as an area for development in the school improvement plan.

The leadership and management

requires improvement

- Leadership and management require improvement as both achievement of pupils and the quality of teaching over time are not yet good. The effective headteacher, the newly appointed leadership team and governors share a strong commitment to improve the school, based on an accurate appreciation of the school's priorities. There is an agreed focus on improving the quality of teaching and increasing good or better outcomes for all pupils.
- The headteacher and his leadership team have initiated steps to raise pupils' achievement which are already starting to show greater improvements in progress over each year group.
- The support of the governing body, the local authority and the headteacher of a local school are proving to be extremely effective, particularly in relation to improving writing where lessons are now fun, pacey and focused much more on talk.
- Senior leaders are recently appointed and carry out their subject leadership responsibilities earnestly. They know what they need to do in order to improve and carry out a range of activities so that they can check the effectiveness of teaching on pupil progress. However, they have not yet had the opportunity to strengthen their skills as role models of exemplary teaching and learning for all staff within the school.
- The school's check on its own effectiveness is accurate; school improvement planning is focused on improving teaching and outcomes for pupils, particularly in relation to writing. The school has a wealth of information to check pupils' progress, which is used well by senior leaders to identify groups who may not be succeeding as well as they might.
- The curriculum is broad and balanced with visits planned across each year group. Older pupils say they would like to have more opportunities for art. Pupils agree that 'technology vastly improves our learning' and the whiteboards in their classrooms enable them to 'interact with our work rather than just listen'. They are very pleased that they have the opportunity to use tablet computers.
- Leaders are determined to ensure that all pupils fulfil their potential, that they have equal opportunities to prosper and that there is no discrimination.
- **The governance of the school:**
 - Governors link their visits with the priorities highlighted in the school improvement plan and their particular responsibilities. As a result, they have a very good understanding of the school's priorities for improvement. Visit reports show an accurate understanding of improved marking, where 'feedback is better, but teachers need to allow more pupil response time. This needs to be built into their planning'. Governors challenge the school often and ask questions in order to deepen their understanding, particularly in relation to improvement. They are fully aware of why pupils performed as they did in the past and that it is essential that each year group makes good progress. Through training they are aware of how the school's performance is compared to all schools nationally. Governors know that management of teachers' performance is in place and how salary decisions are linked to this. They know that any underperformance is followed up by the headteacher. Governors are aware of how the pupil premium funding is spent and that this is to narrow the gap between those pupils and their peers. Governors fulfil their statutory responsibilities including those for safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102003
Local authority	Enfield
Inspection number	425628

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	480
Appropriate authority	The governing body
Chair	Anna Williams
Headteacher	Martin Kelsey
Date of previous school inspection	4 December 2008
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