

# Raglan Primary School

Raglan Road, Bromley, Kent BR2 9NL

## Inspection dates

27–28 June 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher is very ambitious for the school. She has made sure that shortcomings identified at the last inspection have been tackled rigorously.
- Leaders have maintained its strong community spirit and developed a strong team around the motto 'Learning is for everyone'.
- Teaching has improved since the school's last inspection and is now good. This is leading to pupils making more rapid progress and their attainment rising.
- Governors have made a major contribution to recent school developments. They check how well the school is meeting targets and help plan its future direction.
- School leaders have reviewed the curriculum so it meets pupils' needs more closely. The new topic scheme is more relevant to pupils' needs, interests and aspirations.
- Teaching is effective for pupils in the speech and language provision. Adults constantly explain new vocabulary and make sure that those capable of moving on faster have tasks to enable them to do so.
- Pupils are unfailingly polite and well mannered. Their behaviour in lessons and around the school is often exemplary.
- Leaders do their utmost to identify where pupils might be at risk and take action to secure their welfare. As a result, pupils feel very safe and happy in school.
- Pupils make a significant contribution to school life and play a valued role in the wider community.
- Pupils show that they fully understand the value of the education they are receiving. They are very keen and enthusiastic learners.
- Through effective teaching children make good progress in the early years. Leaders have successfully begun the task of linking the Nursery more closely with Reception.
- Adults in the early years do not always intervene quickly enough to move learning forward, particularly for the most able children.
- Senior leaders have trained the new subject leaders well, but they do not yet play a major role in driving improvements in their subjects.
- Teachers do not always spot quickly enough when pupils are ready to be challenged to move on with their learning. This can slow progress, particularly for the most able.

## Full report

### What does the school need to do to improve further?

- Improve the consistency and quality of teaching and learning by ensuring that:
  - teaching consistently challenges the most able, including those in the early years
  - teachers quickly identify when pupils are ready to move on in their learning
  - adults in the early years intervene more quickly with children to move their learning forward.
- Strengthen the role played by subject leaders in driving forward developments in their areas of responsibility now that training and coaching have given them the skills and expertise.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Parents greatly support the changes the headteacher has introduced. She and other leaders have tackled key areas for improvement identified at the last inspection. They have brought greater rigour to teaching, which is now good and improving.
- Action taken includes putting strong teachers to work alongside less-secure colleagues to learn from their expertise. The headteacher makes sure that the school is outward-looking by making use of links with other schools. Teachers are working closely with one of the schools in the new academy trust it hopes to join.
- Specific improvements in teaching include focusing on getting more pupils to write at greater depth. Teaching of reading has improved and more support given to less-secure pupils in mathematics. Homework is now more challenging and all teachers now have high expectations for the pupils' presentation of their work.
- Subject leaders are relatively new in post but are starting to have an impact supporting senior leaders. Their expertise and confidence is growing. However, their potential to drive improvements in their subjects more independently and be held to account more closely by senior leaders is not being fully realised.
- Pupils greatly enjoy the new and imaginatively planned topics linking learning between subjects. Topics such as 'The brain' have fired the pupils' imaginations and led to discussions between pupils of all ages. Others, such as Ancient Egypt in Year 4, provide interesting contexts for the development of the pupils' writing.
- Leaders make sure that the curriculum strongly promotes the pupils' spiritual, moral, social and cultural development. The ethos underpinning the school ensures that pupils understand the values inherent in British life.
- Pupils' school lives are enriched by a wide range of clubs and other activities. These include arts such as choir and drama. Visits to places of interest linked to topics and visitors to the school share their knowledge and broaden the pupils' experiences.
- The school uses sports funding well to increase the range of sports available. Teachers' expertise has developed through training so they now take lessons confidently.
- Leaders use additional special educational needs and/or disabilities funding well. This leads to supported pupils making good progress, including in the speech and language provision. The needs of disadvantaged pupils are carefully identified and additional funding targeted well so they also make good progress.

### Governance of the school

- The governing body has changed the way it operates since the last inspection to become more effective. Small groups of governors focus on specific issues identified from their rigorous monitoring of the school. This enables them to gain considerable expertise and hold leaders closely to account for school performance.
- Governors have taken a lead in shaping the school's longer-term direction. They have explored very diligently with the headteacher what might be the best arrangement

when the current academy trust arrangements end. They have kept parents fully aware of their preferred option. They have also been instrumental in planning to relocate and develop the Nursery.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- The headteacher has built a culture where all adults are vigilant over the welfare of all pupils. Procedures are robust and regularly reviewed. Training for staff is regular such as in identifying children at risk of sexual exploitation or in danger of radicalisation. The school knows the specific circumstances of vulnerable families and focuses sharply on their support and that of their children.
- Pupils learn how to spot risks and look after themselves such as through training in fire safety. E-safety training for parents and their children helps them to understand potential dangers when online. The school has received no reports of cyber bullying.

## **Quality of teaching, learning and assessment**

**Good**

- Typical of the most effective teaching is that teachers' questions make pupils think deeply. Pupils know that they are expected to explain the reasons behind their answers. Teachers continually make sure that pupils know how well they are doing and where they could improve their work.
- Teaching of writing ensures that the most able reach greater depth. Pupils are encouraged not just to edit their work but also to embellish and improve it. The most able pupils know they are expected not to write in greater quantity but in higher quality.
- Teaching of reading has improved with a sharper focus on developing higher-order skills. Changes such as purchasing more interesting and challenging books have raised progress and generated a real love of reading among pupils of all ages.
- Pupils have regular opportunities to apply their mathematical skills to problems, puzzles and investigations. This helps deepen their understanding of new concepts. Pupils who struggle with new ideas now have access to more resources to support their learning.
- Fewer worksheets mean pupils have to take greater responsibility for the layout of their work. This along with the focus on improving their handwriting means that work is neatly presented and books are tidy.
- The school reviewed and revised arrangements for homework after its last inspection. Pupils find the new 'home learning' activities more interesting and enjoyable. Parents say that they value the opportunity to work together with their children and see them learn.
- Some slight inconsistencies remain in teaching which leaders are striving to eliminate. At times teachers do not pick up quickly when pupils have securely understood a new idea and are ready to move on. The most able pupils say that they sometimes sit listening to explanations rather than trying to challenge themselves.

**Personal development and welfare**

- Pupils want to be successful and so make sure that they take in what their teachers teach them. They take great pride and care in their work. Their handwriting and presentation are greatly improved since the last inspection. They endeavour to respond to feedback from their teachers so they can improve their work.
- Pupils are articulate and speak confidently about their school and their work. The mature way in which they conduct themselves is a credit to the school and their parents. Pupils try hard to fulfil the school's ideals that they should respect people from other backgrounds and treat everyone equally.
- Pupils say there are rare incidents of bullying, but these are handled swiftly. School records confirm parental views that there are very few incidents of harassment, bad behaviour or use of unpleasant language. Pupils value the 'Listening ear', where they can write down concerns and know that someone will talk to them about it.
- Pupils learn about democracy by voting for their school council members, who then act as their representatives. Meeting with the mayor at the town hall has given them further insight into the work of local councillors.
- Further responsibilities come through a buddy system for new pupils. Travel ambassadors encourage walking and cycling to school. The eco council focuses on recycling and caring for the environment.
- Pupils also contribute to the wider community such as through the 'Strawberry tea' for local senior citizens put on by Year 5 pupils. The 'Children's University' recognises and rewards roles taken beyond the classroom. Pupils graduate once they have accumulated enough credits.

**Behaviour**

- The behaviour of pupils is outstanding.
- Pupils respond immediately to their teachers' high expectations for their behaviour. This means that learning takes place uninterrupted by distractions. Pupils listen very carefully to their teachers, other adults and each other.
- Pupils are keen to respond in front of their peers and know they are expected to explain their answers. Pupils debate ideas maturely. They take turns in discussion or when working together on tasks.
- Pupils know how to regulate their own behaviour. They understand that some pupils with different needs may find it difficult to behave but patiently try to help them. Pupils move around the school sensibly. They show great respect for others and readily clear away books and resources with little or no fuss.
- Pupils greatly enjoy school. This is shown by their above-average attendance and timely arrival in the morning. The number of pupils causing concern by their regular absence has fallen. This is because families causing concern are identified swiftly and a very watchful eye kept on their children's attendance.

## Outcomes for pupils

Good

- Pupils make good and improving progress across the school in reading, writing and mathematics. Attainment is above average and rising by the end of Year 6. Almost all pupils reach the standard expected for their age with many exceeding this.
- A considerable proportion of pupils write at greater depth across the school. Pupils show that they have stamina to write at length and in a range of styles. Pupils use their skills of grammar and punctuation to improve the quality and accuracy of their writing.
- Pupils develop basic reading skills quickly. They read fluently and expressively by applying their understanding of phonics. Pupils learn to analyse texts by inferring and deducing meaning from what they read.
- Pupils calculate accurately whether mentally or using formal written methods. They can analyse mathematical problems thoughtfully and follow lines of enquiry systematically.
- Progress is at least good for pupils in the speech and language provision. This is because adults are deployed well and resources are used effectively. Several were observed to use their phonics skills to build words with the 'igh' sound.
- Pupils in mainstream classes who have special educational needs and/or disabilities also make at least good progress. They are well engaged and supported closely in class both by class teachers and by well-trained teaching assistants.
- The number of disadvantaged pupils is too small to generalise about their progress. However, individuals make similar progress as others in their classes and generally meet attainment expectations for their age.
- Pupils also make good progress in other subjects, such as science. Pupils develop enquiry skills well, although at times the most able could record information in their own format rather than that dictated by their teachers. Pupils also make good progress in subjects such as history and geography through new topic arrangements.

## Early years provision

Good

- Children are prepared well for key stage 1. Attainment is above average by the end of Reception. Several children work above expectations in literacy and numeracy. For example, one boy proudly showed his lengthy and imaginative seventh 'Star Wars' story.
- Leaders are forging a common approach to learning now that the Nursery has been integrated into the school this year. Plans are in place to strengthen teamwork further by reshaping accommodation so the Nursery and Reception classes will be adjacent to each other.
- Children are fully engaged in their learning, both inside and outdoors. They have a good concentration span and can explore ideas for themselves. Children behave well. They feel confident and safe through their trusting relationships with adults.
- Children have interesting opportunities to develop key literacy and numeracy skills outside. This includes writing the names of mini-beasts they discovered. Opportunities to develop gross motor skills by using climbing apparatus are limited.

- Boys had not been making the same good progress as girls in the past. This has changed as a result of action from leaders and staff. Provision is now much more engaging for boys through the choice of topics and the activities available. There are now no significant differences in learning by gender.
- Adults generally promote the children's learning through their interventions. However, they miss the opportunity at times to challenge the most able children further when they are not getting enough out of an activity.

## School details

Unique reference number	140088
Local authority	Bromley
Inspection number	10031711

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	440
Appropriate authority	The governing body
Chair	Scott George
Headteacher	Kath Margetts
Telephone number	0208 460 6558
Website	<a href="http://raglanprimaryschool.co.uk">http://raglanprimaryschool.co.uk</a>
Email address	<a href="mailto:admin@raglan.bromley.sch.uk">admin@raglan.bromley.sch.uk</a>
Date of previous inspection	7–8 July 2015

## Information about this school

- The school is well above average in size.
- Two-thirds of pupils are from White British backgrounds, although this proportion is falling. A significant minority are from a wide range of minority ethnic backgrounds.
- Just under one-quarter of pupils speaks English as an additional language, although very few are at an early stage of learning English.
- The proportion of pupils who have special educational needs and/or disabilities is above average.
- The school has a resourced provision for 24 pupils from Reception to Year 6 with speech and language disorders.
- The proportion of pupils supported by additional government funding is well below average. Currently there are none in Reception.
- Children in the early years provision attend the Nursery either part time or full time and



the two Reception classes full time. The Nursery has come under the school's management this year.

- The headteacher and deputy headteacher took up their posts in September 2015. The staffing instability reported at the last inspection has fallen considerably.
- The school has been working as an academy within the umbrella trust of the Academy Learning Collaborative (ALC). This arrangement is coming to an end. The school is planning to join Connect Schools Academy Trust, which is a multi-academy trust. Leaders and staff are already working closely with other academies in this organisation.
- The school provides childcare before and after school.
- The school meets the government's current floor standards. These set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- Inspectors observed pupils' learning in 36 lessons. Senior leaders accompanied inspectors to 10 of these. They looked at work in pupils' books, and listened to key stage 1 pupils reading.
- Meetings were held with groups of pupils, school staff and four governors, including the chair.
- Inspectors took account of the 148 responses to Parent View and written contributions from 77 parents. Inspectors also talked with parents as they brought their children to school at the start of the day.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on pupils' progress, planning and monitoring documentation, records related to behaviour and attendance, and documents related to safeguarding.
- Inspectors also took into consideration the 32 responses to the staff questionnaire and the 12 responses to the pupil questionnaire.

## Inspection team

Martin Beale, lead inspector	Ofsted Inspector
Kanwaljit Singh	Ofsted Inspector
Lou Anderson	Ofsted Inspector

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