

Raglan Primary School

Inspection report

Unique Reference Number	101642
Local Authority	Bromley
Inspection number	286134
Inspection date	28 June 2007
Reporting inspector	Madeleine Gerard

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	435
Appropriate authority	The governing body
Chair	Mr A Clark
Headteacher	Mrs J B Cassin
Date of previous school inspection	2 July 2001
School address	Raglan Road Bromley BR2 9NL
Telephone number	020 8460 6558
Fax number	020 8466 1479

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Raglan is a larger than average Foundation primary school. Most pupils are White British with a very small proportion of pupils of minority ethnic heritage. The percentage of pupils learning English as an additional language is just above average. The percentage of pupils with learning difficulties and disabilities is below average, but the percentage with statements is very high. There is a speech and language disorder unit at the school that at present caters for 23 pupils with severe speech and language disorders. The proportion of pupils who join and leave at other than the normal starting and leaving points is high in some years.

The school has achieved a number of nationally recognised awards including Silver Artsmark and lifetime Eco School status. The day nursery based at the school was not included in the inspection.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some excellent features. The school provides a very welcoming and supportive environment for pupils, parents and the community. Pupils' behaviour in lessons and around the school is excellent and they enjoy their time in school, as their extremely good attendance shows.

All pupils achieve well throughout the school and reach above average standards. Achievement is good because the school puts into place methods that are carefully aimed at supporting pupils' progress in their personal development and attitudes to learning. These aims are implemented excellently and enable pupils to achieve an outstanding standard of personal development and well-being. All pupils are cared for exceptionally well and all of them, including the most vulnerable, say they feel safe and secure. The headteacher knows the school and its community very well and has a long-standing commitment to both. Her educational vision helps to ensure that every child feels valued. In Reception, the new accommodation and changes to the way aspects such as handwriting are taught, ensure children get off to a good start in their education. Parents praise the way these young children have settled.

The outstandingly broad and varied curriculum enables pupils to connect their developing ideas by making strong links between subjects. This provision includes a strong emphasis on creativity through art, music, dance and drama. Teachers and teaching assistants work together effectively. Most staff plan well and in many lessons assessment information is used well. As a result teaching and learning are generally good. However, a minority of lessons, while satisfactory, do not provide fully for all pupils' different needs, and lack the brisk pace that is apparent in the very best.

The school is popular in the local area and heavily oversubscribed. One parent commented, 'We were lucky to get a place at such a good school!' Many parents praise the efforts of all the staff to care for their children - both in the main school and within the special unit - and are overwhelmingly supportive of the school. For example, they volunteer to hear pupils read and have raised substantial funds to purchase books for the new school library.

What the school should do to improve further

- Raise the quality of teaching to that of the very best by ensuring teachers consistently plan work that is well matched to the needs of all pupils.

Achievement and standards

Grade: 2

The information published on the school does not provide an accurate picture of pupils' overall achievement and standards. The data includes pupils in the special unit some of whom do not take all the national tests. Also included are the high numbers of pupils who join the school in Years 3 to 6, many with low levels of skills because of their learning difficulties. These pupils make good progress in relation to their starting points because of the high quality support. Children's attainment on entry is average; detailed assessments show that their early reading and writing skills are weaker than their number work. As a result, the priority is to develop literacy skills through effective teaching of writing and phonics. Pupils make good progress in the Reception class and Years 1 and 2 to reach above average standards. This rate of progress is sustained in Years 3 to 6. Pupils who have been in the school since Reception achieve above

average standards. In 2006, pupils did particularly well in science, where the majority of pupils reached the higher Level 5. Standards in mathematics were broadly average and the school has taken effective action to improve problem-solving skills throughout the school. Present standards in Year 6 are above average. Pupils who are at an early stage of learning English make rapid progress because of the strong support they receive.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Their commitment to a healthy lifestyle and their contribution to the school community are excellent. They like school very much and feel very well looked after and safe. Pupils in the Special Unit are very well prepared for when they join the mainstream classes. Pupils' spiritual, moral, social and cultural development is outstanding. They learn about the importance of looking after each other and their environment. For example, 'playground pals' help to ensure all pupils enjoy break times, and all pupils are involved in recycling. Older pupils show a mature sense of responsibility by fulfilling a wide range of helpful jobs such as school house captains and getting out equipment at break times. Behaviour in lessons and around the school is excellent. Pupils take part in decision making through the school council. Their good progress in basic skills, good teamwork and very positive attitudes to work stand them in good stead for their future lives.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. Very good relationships with staff contribute to pupils' confidence and progress. Pupils respond positively to teachers' high expectations of work and behaviour. They enjoy their learning. One said, 'I like doing my work because teachers make it fun and interesting.' Pupils particularly appreciate opportunities to take an active part in their learning. For example, pupils learning about sound in Year 5 in science worked in groups using alarm clocks to investigate the muffling effect of different materials. In some lessons, work planned is less well matched to the needs of all pupils. It is either too difficult or not challenging enough for some pupils and as a result the pace of learning slows. Both teachers and the highly skilled teaching assistants give effective extra help to pupils who need it. This includes pupils who start school during the year, those who are starting to learn English and those with learning difficulties and disabilities. This is a major factor in their good achievement.

Curriculum and other activities

Grade: 1

The curriculum is outstanding due to the staff's sustained determination to provide pupils with a very broad range of interesting work to do. Each year, projects give pupils an excellent variety of experiences that develop their academic progress and personal and social skills. These also widen their understanding and respect for the multicultural world in which they live. For example, work in geography culminated in a dance festival in the local park where pupils performed traditional dances from the countries they had been studying. One parent said, 'One of the best things about Raglan is the sense of fun; the huge projects help children to learn widely and create fantastic memories.' These projects involve the whole school and develop strong links with the local community. Themed weeks focus on specific areas of the curriculum. For

example, as part of their work to raise standards in numeracy, the school organised a mathematics week with a wide range of activities including times-tables championships, learning to count in different languages, orienteering, and puzzle workshops. There are many well-attended clubs including Spanish, choir and sports. Enrichment activities include many visitors to the school and residential visits in Years 4 and 6. The curriculum in the special unit is well planned to meet individual needs and ensures pupils are included very well in the life of the school.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall and the quality of pastoral care the pupils receive is outstanding. The whole staff work together to look after the pupils extremely well and all child protection and safeguarding procedures are securely in place. Parents commented on how well the staff know the pupils and care for them. Support staff ensure that pupils with learning difficulties and disabilities make good progress towards their individual targets. Pupils learning English as an additional language are well supported to make good progress. Systems for keeping an overview of how well pupils make progress over time are good and determine the specific support offered to them. Targeted pupils receive additional help based on a good knowledge of their needs and where support will be effective. Teachers generally use the assessment data to match work to pupils' needs. However, planning the next steps is not consistent for all pupils and marking does not always make clear how to improve their work. The headteacher encourages excellent links with outside agencies to meet the needs of individual pupils. Close links with the on-site Nursery ensures both schools work together for the benefit of the pupils.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides extremely good leadership setting the tone for learning in a dynamic and energetic manner, enthusing staff, pupils, parents and governors. With the support of the staff, she ensures that all pupils have full access to all the school's opportunities. Other staff on the senior leadership team value the way she involves them in the leadership and management of the school and supports their continued professional development. Improvement planning is based on good self-evaluation. Despite a more systematic approach to planning lessons and regular monitoring, some variation in the quality of teaching still remains. Many governors have had a close and extended connection with the school and the governing body supports the school well. Improvement since the last inspection has been good, demonstrated by the major developments in the library, the refurbished gymnasium and the achievement of nationally recognised awards. As a result, the school shows a good capacity to make improvements.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

9 July 2007

Dear Pupils

Inspection of Raglan Primary School, Bromley, BR2 9NL

I am writing to let you know how much Miss Coussins and I enjoyed our recent visit to your school. Thank you for making us feel so welcome and for telling us about your work and what you like about your school.

Raglan Primary School is a good school with some outstanding aspects. You enjoy coming to school, behave very well and you take very little time off school. The school has an extremely good headteacher who gets good support from other staff. All the staff care very much and work very hard to ensure that you are safe and do well. Those of you who find learning difficult have lots of extra help and do well. You all enjoy the whole-school projects that the school organises each year. Your parents like the school very much as well.

We have asked your teachers to make sure that no matter which class you are in, or which subject you are studying, all your lessons are as good as most of them are. You can help by telling the teachers if your work is too easy or when you finish quickly.

Thank you again. Keep on working hard and being happy at school.

Yours sincerely,

Madeleine Gerard (Lead inspector)