

The Raglan Junior School

Inspection report

Unique Reference Number	102003
Local Authority	Enfield
Inspection number	307873
Inspection dates	4–5 December 2008
Reporting inspector	Ruth McFarlane

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 on roll	
School (total)	475
Appropriate authority	The governing body
Chair	Mrs Anna Williams
Headteacher	Mr Raymond Prentice
Date of previous school inspection	29 November 2004
School address	Raglan Road Enfield EN1 2RG
Telephone number	020 8360 3731
Fax number	020 8360 5435

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large multi-ethnic school in which far fewer pupils than average are White British. The largest minority groups are from other White, particularly Greek, and mixed or Caribbean backgrounds. More pupils than average have learning difficulties and/or disabilities including statements of educational needs. These are mostly for autism or social and emotional difficulties. More pupils than average speak English as an additional language. Fewer pupils than average are eligible for free school meals. Extended services are available. A breakfast club is run by the school. After school care and family provision are run by other providers.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The Raglan Junior is a good school that serves the community very well. Its provision features two outstanding elements, developed recently under the determined and clear direction of the headteacher. The first is the enriched curriculum which provides pupils with a kaleidoscope of experiences to develop their creativity, confidence and self-esteem. The impact of this was seen during the inspection in sculpture displays of excellent quality and in a choral concert that brought together a large number of musicians, singers and readers to celebrate Christmas. The second is the high-quality care, support and academic guidance provided by all adults in the school community. Parents are well aware of how well looked after their children are at school. Both these features make a significant contribution to pupils' exceptional personal, spiritual, moral, social and cultural development.

Pupils have a very clear understanding of why they need to live a healthy lifestyle. They say they feel safe at school and show their enjoyment of school by their participation in the many additional activities available which appeal successfully to individual needs and interests. Their excellent relationships with adults and each other help to account for their improved attendance, which is now well above average. They contribute very well indeed to the community. In this environment, they achieve well, from starting points that are mostly above average. Their good progress means that in 2008 almost all pupils reached the standards expected of eleven-year-olds, in English, mathematics and science and a higher than average proportion exceeded them. Progress in the current Year 6 is also good and pupils' attainment is better than normally expected at this point in the school year.

Pupils' progress overall has been more rapid very recently because successful strategies to target underachievement are now in place in all year groups. These include more focused monitoring, excellent tracking and thorough assessment procedures to identify and deal with individual needs, such as children at the early stages of learning English, vulnerable pupils and those who find learning difficult.

Teaching is good and features well-planned, well-controlled lessons with clear learning objectives shared with pupils, often providing a variety of tasks. Pupils thoroughly appreciate the best teaching, in which their enjoyment level lifts and there is a sense of real excitement and enjoyment in learning. In a small number of lessons, too few opportunities were provided for pupils to think for themselves, and tasks were not challenging enough. On these occasions, pupils become less focused and progress slows.

The change of headteacher a year ago prompted the creation of a new leadership team and, with the support of the effective governing body, the greater involvement of middle managers in planning for school improvement. As a result, staff are energised. There is a real team spirit and a common purpose to raise standards but a determination to do it by including everyone. The common theme heard in the school by parents, pupils and staff confirmed, 'This is a good school and it's getting even better.'

Managers have limited experience of contributing to whole-school issues in the manner envisaged by the headteacher. Training is developing well, for instance to help them contribute effectively to school self-evaluation, identify priorities for development and understand how to raise teaching quality even further. Because of this and their commitment to meeting the school's challenging targets, there is good capacity to improve further.

What the school should do to improve further

- Develop the experience of new senior leaders to secure further improvement in standards and progress.
- Accelerate pupils' progress by raising the quality of all lessons to include the pace, variety and challenge of the best.

Achievement and standards

Grade: 2

The pupils arriving in Year 3 each September have generally achieved above average standards in reading, writing and mathematics in their Year 2 teacher assessments. Pupils of all backgrounds and abilities make good progress from their starting points. They achieve well because recently there has been sharply focused and successful action to accelerate progress through the school. As a result, the school has exceeded its targets. In 2008 standards in Year 6 were well above average in English, mathematics and science because a considerably higher percentage of pupils than nationally exceeded the expected levels. Through the use of rigorous tracking and assessment, the school is improving the rate of progress for all groups. Current Year 6 standards are above average. No significant difference is now evident in the relative attainment of any group.

Personal development and well-being

Grade: 1

Pupils' personal, spiritual, moral, social and cultural insights and values are developed extremely well, encouraged through the pervading civilised ethos of the school and the vibrancy of much of its curriculum. Pupils are extremely polite, socially very confident and thoroughly articulate, expressing their views respectfully and with confidence. They feel a deep loyalty to the school, and appreciate the many opportunities and responsibilities they have, such as the school council, to influence its development. Behaviour is good. Pupils enjoy much of their work, attend regularly, and learn quickly when lessons capture their interest. They feel safe and cared for in school. They have a very good knowledge of the importance of good diet and exercise in keeping healthy and show this by choosing healthy food unprompted, and taking part in the many sporting opportunities provided. Imaginative activities, such as the mini business enterprise undertaken in Year 6, combine with pupils' good achievements in literacy and numeracy to lay a secure foundation for their future well-being.

Quality of provision

Teaching and learning

Grade: 2

Teachers plan their lessons carefully to assist pupils to attend well to their tasks and try hard. They create a well-disciplined environment in class and explain their lesson intentions well, checking on learning regularly. This supports the good progress evident in most lessons. Teachers make effective use of interactive whiteboards to give visual impact to ideas and explanations. They give patient support and encouragement to those finding difficulty. This builds confidence and contributes to pupils' high standard of personal development. The best lessons offer brisk pace, variety and challenge to invigorate learning, with tasks well matched to ability, assisting pupils to make good and sometimes rapid progress. Occasionally pupils are required to listen

to the teacher for too long, having little opportunity to explore and discuss their own ideas. In these lessons, pupils' attention falters and progress slows.

Curriculum and other activities

Grade: 1

The exciting, well thought-out curriculum inspires learning. It reflects the cultural diversity of the school very well, and meets the differing needs and interests of the pupils to an exceptional extent. Well-designed specialist rooms, for instance for art and music, invite creativity and provide a stimulating enjoyment. A very wide range of clubs and interesting additional activities greatly enrich learning. These have recently included making masks for *The Lion King*, designing a textile wall hanging in Caribbean fruit and carrying out role play in Tudor costumes. Visits to places such as museums, pantomimes and the 'Spurs Adventure Challenge' also enrich the curriculum. Information and communication technology is used well to support learning. Effective links are made between subjects, making learning more meaningful. Very good opportunities are provided to help pupils develop into well-rounded young citizens. These, and the wide-ranging personal, social and health education programme, contribute strongly to pupils' outstanding personal development.

Care, guidance and support

Grade: 1

Staff work closely with support agencies and parents to bring about the outstanding quality of care, guidance and support provided for the pupils. Safety is the school's paramount concern, and procedures to ensure pupils are not put at risk are very thorough. A highly effective anti-bullying campaign raised pupils' awareness of the issue, and what to do if worried. They feel full confidence in the staff to resolve any difficulties. Very thorough checks are made of each pupil's progress over time. These mean that any individual or group at risk of slipping back is identified very quickly and given excellent support. Targets for improvement are set for each group of pupils, so that they know the next step they need to make in their learning. The school's care for pupils facing particular challenges, and especially any vulnerable pupils, is exemplary. Excellent, cooperating relationships with external support agencies help ensure these pupils benefit fully from all the school has to offer, and make progress comparable with their peers.

Leadership and management

Grade: 2

Under clear direction from the new headteacher the recently restructured senior leadership group is empowered to share responsibility. Their skills to do this effectively are just developing and the impact of the new roles they have undertaken is already beginning to be evident in pupils' improving progress. The school has made good progress since the last inspection. The creative elements of the curriculum are now given importance whilst maintaining focus on raising standards. The impact is evident in the improved quality of pupils' spiritual and cultural awareness. New, meticulous methods of analysis and checks on learning are significant factors that stimulate all pupils' progress. As a result, no group is falling behind. Most parents are extremely enthusiastic about the school and appreciate the strong support that it offers within the community. The school's promotion of community cohesion is excellent. Equal opportunities are promoted vigorously and all pupils are included fully. Challenging whole-school targets are

used well to lift achievement and move the school forward. Governors are fully involved and are very supportive. The school improvement plan and the self-evaluation form identify the correct priorities. This, and the good start made by the new team, as well as the recent progress noted, indicate good capacity to improve further.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	2
The attendance of learners	1
The behaviour of learners	2
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 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?	1

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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

18 December 2008

Dear Pupils

Inspection of The Raglan Junior School, Enfield, EN1 2RG

Thank you very much for your warm welcome when we visited your school. We really enjoyed spending time with you and talking with you. We especially enjoyed the guided tours you gave us and the lovely music that met us at every turn. The sculptures on display in the art room are excellent!

Your school provides you with a good education. You make good progress and achieve better standards than most pupils in the country by the time you move to secondary school. One of the reasons for this is that you really appreciate all the extra exciting activities the school provides for you and that make you keen to come to school. You know well how to keep healthy and you told us you feel safe and have worked hard to make sure everyone feels happy at school. We were pleased to hear how much you feel you contribute to making decisions in your school through your school council. You care for one another and get on very well together. Do keep this up as it is so important to get on with each other. Your behaviour is very good nearly all the time. Well done!

You and your parents told us how well the school takes care of you and checks on your learning and we agree that this is excellent. Your headteacher, teachers and all other adults lead your school well. They make sure that the teaching is good and the curriculum is wonderful.

We have suggested two things to make your learning even better. There has been a lot of change recently at school and the managers have different roles. They are getting used to their roles. We have asked your school to help the new leaders to further develop the work they are doing to help you to make progress. Secondly, we've noticed that some of your lessons are excellent and we think that managers could help teachers make all the lessons as good as the best.

Thank you once again for your help.

Yours faithfully

Ruth McFarlane

Lead Inspector