

Raglan Primary School

Inspection report

Unique Reference Number	101642
Local Authority	Bromley
Inspection number	335762
Inspection dates	23–24 June 2010
Reporting inspector	Eileen Chadwick

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Foundation
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	498
Appropriate authority	The governing body
Chair	Liz Eaton
Headteacher	Cheryl Sutton
Date of previous school inspection	28 June 2007
School address	Raglan Road Bromley BR2 9NL
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Age group	2–11
Inspection dates	23–24 June 2010
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**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 25 lessons and 17 teachers were observed. Inspectors also held meetings with pupils, staff with key responsibilities and with representatives of the governing body. In addition to observing the school's work and evaluating documentation such as policies, the school improvement plan, pupils' work and records of their learning and progress, inspectors examined 218 completed questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Children's attainment on entry to the Early Years Foundation Stage, their progress in Nursery and Reception and their attainment on entry to Year 1.
- Pupils' current attainment in Year 2 and their progress in Key Stage 1, especially in mathematics for the more capable pupils.
- Pupils' attainment in the current Year 6 and evenness of their progress in Key Stage 2, especially in mathematics.
- The impact of leadership and management at all levels in raising attainment and improving the quality of teaching and learning.

Information about the school

Raglan is a large primary school with a nursery, and most pupils come from the local area. There are 24 pupils in the specialist language classes for pupils who have severe language disorders, although these pupils join mainstream lessons wherever possible. These pupils have often attended other schools and come from many parts of Bromley. Most children are from a White British background and very few are at the early stages of speaking English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The number of pupils who have special educational needs and/or disabilities is average, although the proportion with a statement of special educational needs is high. All of the pupils in the specialist language classes have a statement of special educational needs. Their range of difficulties include autism, and speech, language, literacy, numeracy, behaviour and emotional problems.

The school's managed Nursery education for children aged 2–5 years is located in the school's main building. The Early Years Foundation Stage also has two Reception classes. Since the previous inspection, there have been changes at all levels of senior leadership. The school has gained the Eco-School Green Flag and National Healthy school Status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where the outcomes for pupils are outstanding. It is very well led and managed by the headteacher with full support from the leadership team, staff and governors who share her vision for excellence and enjoyment. Pupils thrive both academically and personally in a welcoming, caring and very well-organised environment. Their spiritual, moral, social and cultural development, including their behaviour, is excellent. They really enjoy school because they feel exceptionally safe, are well cared for and receive a curriculum which is relevant to their daily lives. They are enabled to develop an excellent understanding of healthy lifestyles. Pupils in the specialist speech and language classes make outstanding progress, particularly in speaking, literacy and numeracy, because they are given excellent opportunities for developing their personal and academic abilities. Parents and carers are generally very pleased with the school and, as one parent commented, 'My child has loved his time at Raglan; he has flourished as a person, socially, emotionally and academically.'

Pupils' achievement is good. Children get off to a good start in the Nursery and make satisfactory progress in Reception. Their attainment is in line with expectations on entry to Year 1. Pupils' progress is good across Key Stages 1 and 2 so that, by the end of Year 6, pupils' attainment is above average in English, mathematics and science. Pupils who have special educational needs and/or disabilities make good progress overall. In the specialist speech and language classes there are excellent arrangements for pupils to gradually integrate into mainstream classes. In Reception, more capable children do not always achieve as well as they should, including in problem solving, reasoning and numeracy. Consequently, by Year 2, fewer reach higher levels in mathematics than in reading. Outdoor play areas are small in both Nursery and Reception and, in Reception, are not always sufficiently stimulating. Pupils of all ages make good progress in information and communication technology (ICT).

Senior leaders have introduced a more rigorous school-wide system to record pupils' achievements. Together with staff, they systematically use this to accurately measure pupils' progress and identify any gaps in progress towards their targets. Targets are often demanding but they are not specific enough for the more capable children in Reception. In Key Stage 1, targets are not as demanding for the more capable pupils in mathematics as they are in reading. The school has identified the need to implement uniform assessment tracking routines across Nursery and Reception in order to more accurately measure the impact of its work on children's progress.

Leaders have brought about many improvements through accurate self-evaluation. The impact of the sharp focus on improving teaching and learning is raising pupils' attainment. A significant minority of lessons are outstanding. However, occasionally the

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lack of challenge for the more capable pupils limits the consistency of good teaching. Middle leaders play an important part in supporting colleagues but, as several are new to their roles, they are not yet playing a full part in observing lessons.

The school has a good capacity to improve, partly because everyone shares the senior leaders' ambitions. New senior leadership roles are developing well and governors make a good contribution to the school's future. There have been significant improvements since the last inspection in several key areas, including attainment in mathematics in Key Stage 2.

What does the school need to do to improve further?

- Improve provision and children's progress in Reception by:
 - raising the proportions reaching higher levels of attainment, ensuring there is consistent challenge for the more capable children and that targets are clear
 - enlarging the outdoor learning areas for both Nursery and Reception and enhancing outdoor learning opportunities in Reception
 - implementing effective tracking procedures for checking children's progress across the Early Years Foundation Stage and strengthen evaluation of progress by staff and school leaders.
- Increase the proportion of pupils reaching higher levels in mathematics in Key Stage 1 by:
 - setting targets for the more capable pupils that are as ambitious in mathematics as they are in reading and ensuring provision enables these to be met.
- Increase the consistency of good and better teaching by:
 - ensuring there are consistent opportunities for the more capable pupils to learn at higher levels
 - increasing the sharing of excellent practice
 - increasing opportunities for middle leaders to observe teaching.

Outcomes for individuals and groups of pupils

1

Pupils' good progress has resulted in attainment rising both in English and mathematics by Year 6. Despite their excellent progress, few pupils in the speech and language classes achieve average levels. For other pupils who have special educational needs and/or disabilities, small group work in English and mathematics contributes to their good achievement. Pupils who have emotional and behavioural difficulties are helped very well and incidents of poor behaviour are extremely rare.

Pupils work hard and their positive and welcoming attitudes contribute to the great sense of purpose evident throughout the school. Adults' excellent relationships with pupils mean that learning takes place in a supportive atmosphere. Setting in mathematics in Key Stage 2 enables pupils who need extra challenge to work at higher

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levels and those who have more difficulty to be taught in smaller learning steps. In an excellent mathematics lesson in a higher Year 5 set, pupils learned to work out perimeters of shapes. Through excellent use of assessment all ability levels were planned and catered for throughout the lesson. The teacher's strong subject knowledge and careful planning enabled her to build pupils' key knowledge and skills successfully over time and during the lesson.

Pupils are sensitive to the needs of others and the strong community ethos enables pupils of all backgrounds to get on well together. Of special note is pupils' respect for other cultures, religions and lifestyles and the way they act as role models to younger pupils. They show much thoughtfulness when raising funds for charities. They are keen to engage in the many opportunities to take on responsibilities and to become involved in helping the school make some decisions. Pupils' work on ecology is particularly good and they gain first-hand experience of recycling and energy conservation. Their adoption of healthy lifestyles is reflected in their keenness to take part in sport, in their choice of food at lunchtimes, and in gaining a national award. Pupils' good attendance, along with their well-developed teamwork, problem solving and basic skills, mean they are well prepared for the future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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How effective is the provision?

Teachers are skilled at making learning interesting for pupils, who understand and respond well to their high expectations for behaviour. Whiteboard technology, computers and practical resources are successfully used to make lessons interesting. Expectations are often high and pupils are enabled to develop their independent learning and problem-solving skills as well as learning through listening and watching. Planning and teaching methods usually reflect pupils' different learning needs well. This is extremely effective for pupils in the speech and language classes and in Years 5 and 6, where there is much excellent teaching. A lot of work has been done to ensure teachers use National Curriculum levels accurately. However, their lesson plans do not always show National Curriculum levels or the proportions of pupils expected to achieve them. This sometimes limits teachers in providing consistently challenging work for the more capable pupils.

The broad curriculum focuses on embedding the key skills of literacy and numeracy. It includes a modern foreign language and practical activities, for example in art and in design and technology. A rich array of visits and visitors brings relevance and enlivens the curriculum. However, in the Early Years Foundation Stage the small areas for outdoor play restrict children's access to outdoor learning and, in Reception, outdoor activities are not always stimulating. Pupils are well looked after through well-managed systems for child protection, health and safety. Good induction arrangements when pupils join and when they move on help ease transition between each stage. Adults provide very strong support for the social and emotional development of all pupils, including those with challenging behaviour. The school has good links with agencies, and parents and carers to ensure pupils' welfare and specific learning needs are met. These links are extremely effective for pupils in the specialist language classes, who also have an 'in house' speech therapist three days each week. Pupils have clear targets and usually know how to reach them.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Strong leadership and management have maintained the good-quality education and care identified at the previous inspection and have secured important improvements. The headteacher has communicated her clear vision very well to staff. There are clear

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systems and structures for managing the school and senior leaders work closely together to maintain, improve and check provision. The strengthened systems for tracking and analysing pupils' attainment and progress, which now involve all teaching staff, have led to better outcomes. However, the slower development of a uniform tracking system for Nursery and Reception is restricting more robust self-evaluation across the Early Years Foundation Stage. Professional development is used well to improve teaching, although the school has correctly identified the need to share outstanding practice more frequently. Governors are well led by a knowledgeable chair. They support the school very well, fulfil all statutory duties and ask challenging questions. Their ability to evaluate assessment data and play key parts in helping to steer the school has been strengthened in recent years.

Safeguarding is prioritised and is established in policies, working practices and the ethos of the school. This is endorsed by the high degree of support from parents in the questionnaires returned. The school is vigilant in tackling discrimination and promotes equality of opportunity well. It strives, with much success, to ensure pupils in the specialist language classes have every opportunity to take as full a part in mainstream school activities as possible. It makes a strong impact on promoting community cohesion locally and pupils of all backgrounds get on extremely well together. Global links are also well established and the school has clear plans to widen pupils' understanding of the different communities in Britain today.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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The registered childcare for children in the nursery aged between 2 and 3 years fully complies with registration requirements. Staff are well trained and qualified and they cater well for children's individual learning needs. There is a secure focus on developing children's personal and speaking skills through practical enquiry. Children are happy and make good progress in their learning and development. Care, welfare and safeguarding arrangements are good. The provision is well managed.

Children settle quickly into the Early Years Foundation Stage because of good induction processes. Parents really appreciate this. Just over two thirds of the children entering Reception have not attended the nursery, although most have had some other pre-school education. Children's attainment on entry is wide-ranging but, overall, at the levels expected. Children make good progress throughout Nursery and satisfactory progress in Reception because of the variability in teaching and learning. Nevertheless, by the end of Reception, most children reach the expected levels for their age, although the proportions reaching higher levels are a little below those found in most schools, including in reading, writing, and problem solving, reasoning and numeracy. Children are well cared for and kept safe.

In both Nursery and Reception, relationships with adults are very good and the children become confident in exploring the world around them. There is a good balance of adult-led and child-selected activities in the daily programmes and routines are established well. Adults plan a wide range of worthwhile and stimulating learning activities indoors and outside in Nursery. In Reception, children greatly enjoy topic themes such as 'Under the Sea' but both adult-led and child-selected activities do not always extend the more capable children. The outside areas are small, especially in Reception, and this restricts outdoor learning. The adults make good use of the available space in Nursery but in Reception the activities are not always stimulating and so do not develop children's skills to the highest level.

Leadership and management of the Early Years Foundation Stage are satisfactory. Nursery and Reception teachers have started to plan together and there is systematic assessment of children's individual attainment and progress for both year groups. However, the lack of a uniform tracking system for both Nursery and Reception is limiting continuity in experiences and more robust self-evaluation of the impact of provision on the progress of different groups. This prevents quick action being taken to address any weaknesses.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

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Views of parents and carers

Almost all parents and carers who responded to the inspection questionnaire are fully supportive and say their children enjoy school, are kept safe and they are happy with their children's experiences at the school. Parents and carers of pupils in the specialist language classes are delighted with their children's progress. Many of these parents and carers wrote to say the pastoral care, the progress of their children and relevance of their children's learning experiences to their daily lives were outstanding. In mainstream, a few parents and carers expressed concern that progress was not as good in some years as others, some did not feel behaviour was good enough and there was not enough information for them about their children's progress. Inspectors agree with parents' and carers' positive comments and they find that behaviour is excellent and very well managed. Additionally, they find that information for parents and carers is similar to that in most schools and still improving. They also find that teaching is often at least good but there is more work to be done in a few classes to ensure it is consistent.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Raglan Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 218 completed questionnaires by the end of the on-site inspection. In total, there are 498 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	140	64	73	33	3	1	1	0
The school keeps my child safe	153	70	64	29	1	0	0	0
The school informs me about my child's progress	90	41	106	49	18	8	1	0
My child is making enough progress at this school	101	46	104	48	11	5	0	0
The teaching is good at this school	122	56	87	17	2	1	0	0
The school helps me to support my child's learning	92	42	103	47	18	8	2	1
The school helps my child to have a healthy lifestyle	104	48	112	51	2	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	101	46	99	45	4	2	0	0
The school meets my child's particular needs	97	44	108	50	10	5	1	0
The school deals effectively with unacceptable behaviour	92	42	102	47	16	7	0	0
The school takes account of my suggestions and concerns	67	31	122	56	16	7	1	0
The school is led and managed effectively	105	48	100	46	5	2	0	0
Overall, I am happy with my child's experience at this school	130	60	80	37	4	2	1	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 June 2010

Dear Pupils

Inspection of Raglan Primary School, Bromley BR2 9NL

Thank you very much for welcoming us to your school. We enjoyed talking with you and your teachers. You are a credit to yourselves and the school ☐ well done! This letter is to tell you what we found out about your school.

The school provides you with a good education and here are some of the things your school does well.

- You make good progress and your attainment is above average in English, mathematics and science.
- Those of you in the language classes make excellent progress.
- Those of you in Nursery get off to a good start.
- Your teachers are good at making your lessons interesting.
- You make your school such a special place because you are kind, friendly, work hard and behave extremely well.
- You have many exciting opportunities for sport, ICT, art and outside visits.
- You understand very well how important it is to keep fit and healthy and enjoy sport. You know you should not eat too many sweets and cakes.
- Your headteacher leads you all very well and all the staff and governors think very carefully about what is best for you.
- Staff take good care of you and you told us how safe you feel.

This is what we are asking your school to do to improve.

- Help some of you to reach higher standards in Reception and give you better opportunities for learning outdoors in Nursery and Reception.
- Help those of you who are more capable in Key Stage 1 reach similar standards in mathematics as in reading.
- Make sure all the teaching is as good as the best and your work is never too easy.

We hope you will continue to enjoy school and continue to work hard in all you do.

Yours sincerely

Eileen Chadwick

Lead inspector

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