

Rangefield Primary School

Inspection report

Unique Reference Number	100699
Local Authority	
Inspection number	343734
Inspection dates	9–10 June 2010
Reporting inspector	Kekshan Salaria HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	377
Appropriate authority	The governing body
Chair	Patricia Daley
Headteacher	Sabeena Hasan
Date of previous school inspection	9 March 2009
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 16 lessons and made short visits to three intervention sessions. They observed 15 teachers. They held meetings with the Chair of the Governing Body, the School Improvement Partner, staff and groups of pupils. They observed the school's work, and looked at a wide range of documentation, including teachers' planning, pupils' books, the school improvement plan, assessment records, individual education plans, and minutes of meetings and the report of the School Improvement Partner. The responses from 74 questionnaires from parents and carers were also analysed.

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

- pupils' learning and progress across the school
- how well teaching meets the needs of pupils, particularly in writing and mathematics
- the support available for pupils with special educational needs and/or disabilities and those for whom English is not their home language
- the effectiveness of leadership and management at all levels in contributing to the school's improvement.

Information about the school

Rangefield Primary is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is well above the national average. The majority of pupils come from minority ethnic backgrounds. Nearly a third of the pupils speak English as an additional language. The proportion of pupils identified as having special educational needs and/or disabilities, predominantly linked to difficulties in communication, behavioural, emotional or social needs, is in line with the national average.

At the last inspection in March 2009 the school was issued with a notice to improve because significant improvements were required in relation to standards, achievement, teaching and learning and the Early Years Foundation Stage. The school received a monitoring visit by one of Her Majesty's Inspectors in October 2009.

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

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school no longer requires significant improvement. Rangefield Primary is providing a good standard of education for its pupils and is making rapid and sustainable improvement. The headteacher and staff are in pursuit of excellence for this school and what they have achieved already suggests they will succeed in their aim.

Parents and carers, pupils and staff are strongly of the belief that Rangefield is a greatly improved school. Pivotal to the improvements have been the headteacher and two deputy headteachers. Together with the senior staff and through good self-evaluation they have established a shared vision for the school's work and all staff have worked unstintingly towards this. This has led to much good teaching and an improved curriculum, enabling pupils to redress their previous underachievement. Pupils' behaviour and attitudes to school are now good and their achievement is good and improving. As one parent noted, 'Since we have had the new headteacher, things get done'; another noted, 'Staff are now welcoming towards parents.' Pupils in particular are increasingly proud of their school and appreciative of the changes that have happened. The senior leaders have very high aspirations for the school and know the school well. Despite the many recent staff changes, an increased impetus for school improvement has successfully been created through the establishment of a strong management team. Senior leaders have used their substantial expertise to steer developments in key areas, create a culture of continuous improvement and to encourage staff to take a lead in trying new ways of doing things to improve the school. Systems work well because of good teamwork and communication. Good targeted support from the local authority has contributed to building good capacity for continuing improvement.

From a below-average starting point, pupils make good progress because they are well taught and given good support to enhance their learning. As a result, they enjoy lessons, participate with enthusiasm and by the end of Year 6 achieve well. Pupils with special educational needs and/or disabilities also achieve well because of the extensive support provided for them. The continued drive for improvement has resulted in much good teaching. This good teaching has been the key factor in accelerating pupils' progress and improving attainment. The improvements in teaching are due to robust and regular monitoring, targeted support and coaching. Consequently, pupils are catching up from the legacy of poor provision. Lessons have many strengths, notably pupils' positive attitudes to learning, their good relationships with staff and the very calm and pleasant classroom environment. Pupils are clear about what is expected of them and lessons move at a brisk pace. Where teaching is, on occasions, less

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successful, it is because there is not the same degree of challenge, particularly for the more able. Additionally, these teachers spend too much time talking, allowing insufficient time for pupils to develop their speaking skills or explore issues for themselves and consolidate their understanding. Pupils now receive good, and in some classes outstanding, guidance from teachers on how to improve their work.

The systems that senior staff use to regularly track pupils' progress are good. They give a clear picture of individual pupils' attainment and progress in relation to national expectations and are an important tool for identifying those pupils who need additional support. However, in the Early Years Foundation Stage opportunities are sometimes missed to make informal observations to feed into future planning.

Pupils' personal development is good and pupils are well cared for and supported. Particularly good support is provided for those pupils encountering difficult or challenging times. Pupils with special educational needs and/or disabilities and those at an early stage in learning English are well supported, helping them to make good progress. Numerous pupils say that behaviour has improved considerably and relationships between all members of this increasingly diverse community are good.

What does the school need to do to improve further?

- Raise pupils' attainment and accelerate their progress by:
 - ensuring greater opportunities for pupils to contribute to their learning by developing their speaking and listening skills
 - making effective use of assessment to plan consistently challenging work for the more-able pupils.
 - Ensure more frequent observations are taken in the Early Years Foundation Stage in order to inform future planning.

Outcomes for individuals and groups of pupils**2**

Results for the end of Key Stage 2 improved last year. Year 6 pupils leave the school with standards that are in line with those found nationally and there is a clear trend of improvement. Challenging but realistic targets have been set for attainment at the end of Year 6 and pupils in the present Year 6 are well on their way to achieving these. Pupils' achievement is good and accelerating in relation to their low starting points. This success is due to higher teacher expectations of what pupils can achieve. Vulnerable pupils, including those who find learning difficult, make the same progress as their classmates because of the effective additional support they receive.

Pupils say there is little bullying in school and most trust teachers to deal with any that might happen. The vast majority say they feel safe. Most pupils are polite, friendly and courteous. Pupils make a good contribution to the life of the school by taking on responsibilities, such as the school council. They clearly know right from wrong and show respect for themselves and others. Pupil's spiritual, moral, social and cultural development is good. Throughout the school there is a harmonious and thoughtful

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atmosphere and pupils show good concern for the needs of others by raising funds for charities.

Pupils develop healthy lifestyles by selecting from a range of healthy options at lunchtime and taking frequent exercise and they have a good understanding of how to stay safe. Attendance is average, but is showing signs of improving as a result of the considerable efforts the school has put into encouraging pupils to attend regularly. Pupils' good personal development, along with good basic skills, prepares them well for the next stage of their education and later life.

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	3
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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are generally engaging, well planned and enjoyed by pupils. In the most effective lessons teachers use questioning well, encouraging pupils to give reasoned responses. Teachers' expectations about what pupils, particularly more-able pupils, might achieve are not always high enough. This is noticeable in the way some teachers miss opportunities to extend pupils' thinking skills when questioning pupils. Teachers' subject knowledge is secure. They use interactive whiteboards well, particularly in the

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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introductions to lessons when they share the purpose of lessons with pupils. In some lessons teachers spend too much time talking, allowing insufficient time for pupils to develop their speaking skills or explore issues for themselves. Teaching assistants make a considerable contribution to pupils' learning. They work closely with teachers, supporting individuals and small groups. The school has worked hard to improve the marking of pupils' work; marking is informative and detailed, making clear to the pupils what they need to do to improve.

Themed events such as the Community Link topic in Year 5 and Enterprise Week, along with visits and visitors to school, very successfully add to the richness of the curriculum. These activities broaden pupils' personal experiences well, widen their horizons and make a notable contribution to pupils' good personal development.

Care, guidance and support are good and enhanced by the well-established links with a range of external agencies and with parents. Staff know individual pupils well. An appropriate range of different intervention strategies are used to support pupils' different needs, including their social and emotional development.

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?

The outstanding head and deputy headteachers are a highly effective leadership team. They provide a very strong lead with drive and determination to ensure that all pupils reach their potential. Because of this, everyone is exceptionally clear about what needs to be done to improve even further and the part they have to play in achieving this. Middle leaders play a key role in leading aspects of improvement. They are actively involved in monitoring, reviewing and planning for improvement. The quality of governance is satisfactory. Governors are supportive of and loyal to the school, but do not secure improvement with sufficient rigour. Staff development is given high priority and is well focused on the school's priorities that fully reflect the areas that are most in need of improvement. Staff are approaching these developments very enthusiastically, and the school's track record shows that it is well placed to move forward.

Provision for community cohesion is good. There is a strong cohesive community within the school. The school has appropriate plans in place for the promotion of cohesion within the wider community. The school's procedures for safeguarding are secure. Checks on new staff are carried out correctly and recorded well. The school promotes equal opportunities well. It is strongly committed to inclusion and removing barriers to

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success. The school makes good use of intervention sessions, for example nurture groups run by the learning mentor, which support and enable the most vulnerable pupils to make good progress from their starting points.

Partnerships with parents and carers are strong and the large majority are very pleased with the school. Some took the opportunity of the inspection to raise issues, but inspectors generally found that there were no grounds for concern and that for every issue raised, there were a number of parents and carers who considered the same matter to be a strength.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	3
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

Children enter the Nursery with knowledge and understanding below expectations, particularly in their language and mathematical development. They make good progress in the Early Years Foundation Stage. This is because the staff are keenly aware of the social needs of the individual children. The well-established induction procedures help children to settle well. Parents and carers agree that their children settle happily into school because of the strong nurturing environment. As a parent noted, 'Teaching and support in the Reception class this year has been of the highest standard. My child is exceeding expectations and has enjoyed every moment of this school year.' The appropriate deployment of staff and the safe environment help children to develop good social and play skills.

Children feel safe and enjoy school. They willingly participate in the good range of activities and behave well. The children learn and develop best when adults use

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questioning effectively to develop their speaking and listening skills and broaden their understanding of the world around them. The school has worked hard to ensure there is a consistent approach to teaching children to link sounds and letters (phonics). This has been successful and children make very good progress in this area of their learning. The provision, both indoors and out, is exciting and nurturing. Some observation of children's learning takes place. However, opportunities are sometimes missed for informal observations in order to inform future planning.

The Early Years Foundation Stage is well led and managed and there is a good understanding of the strengths and areas to develop. Children are well prepared for the transition to the next phase of their learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The majority of parents and carers who responded to the questionnaires were mostly positive about the work of the school. A very few parents and carers raised concerns about pupils' behaviour; the findings of the inspection team did not agree with these concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rangefield Primary 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 74 completed questionnaires by the end of the on-site inspection. In total, there are 377 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	66	19	26	3	4	3	4
The school keeps my child safe	44	59	28	38	1	1	0	0
The school informs me about my child's progress	38	51	34	46	1	1	1	1
My child is making enough progress at this school	36	49	36	49	2	3	0	0
The teaching is good at this school	39	53	35	47	0	0	0	0
The school helps me to support my child's learning	34	46	34	46	3	4	0	0
The school helps my child to have a healthy lifestyle	31	42	33	45	9	12	1	1
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)	28	38	32	43	7	9	0	0
The school meets my child's particular needs	26	35	38	51	6	8	0	0
The school deals effectively with unacceptable behaviour	29	39	34	46	5	7	4	5
The school takes account of my suggestions and concerns	22	28	43	58	7	9	0	0
The school is led and managed effectively	41	55	29	39	3	4	0	0
Overall, I am happy with my child's experience at this school	40	55	30	41	1	1	1	1

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.



11 June 2010

Dear Pupils

Inspection of Rangefield Primary, Bromley, BR1 4RB

I am writing to thank you for the part you played in the recent inspection of your school. As we explained to those of you that we met, your views really do matter in helping my colleagues and me to decide on how well your school is doing. You were always interesting to talk to, extremely polite and helpful. You spoke very enthusiastically about enjoying school and all of the things in which you take part. Rangefield Primary is a good school.

We liked these things the most.

- You work hard in your lessons and your behaviour is good. We think you are doing much better in your learning. Those of you who fall a little behind or find learning difficult are given good-quality help.
- The school makes sure that you are very safe and well looked after. You take care to make sure that you help and support each other and know that if you have a problem there is always an adult to talk to.
- You thoroughly enjoy school and are all keen to keep fit and eat the right things.
- Your headteacher is doing a really good job; she is well supported by all staff. They are working hard to make it an even better place to learn.

We have asked the school to improve on a few areas of its work.

- We know that you like to answer questions and to talk about what you are doing in lessons. This encourages you to think more about what you are learning and helps you to gain a better understanding. Lessons need to provide more opportunities for this, especially for those of you who could reach the higher levels.
- Staff in the Early Years Foundation Stage should make sure that children are observed more often.

Your school is a good school. We hope you keep on trying hard and enjoying all of the interesting activities which help you learn and play.

Yours sincerely

Kekshan Salaria

Her Majesty's Inspector

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