

Raglan Infant School

Inspection report

Unique Reference Number	102004
Local Authority	Enfield
Inspection number	355109
Inspection dates	14–15 March 2011
Reporting inspector	Alison Cartlidge

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	320
Appropriate authority	The governing body
Chair	Joanne Vodden
Headteacher	Mr R. Prentice
Date of previous school inspection	10 September 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspection team observed 25 lessons taught by 13 teachers. Meetings were held with members of the governing body, parents, staff and pupils. The inspection team observed the school's work, and looked at pupils' books, information on pupils' progress, safeguarding policies and other documents. Questionnaires from 97 parents and carers and 22 members of staff were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Rates of pupils' progress across the school, especially in mathematics and science.
- The way teaching and the curriculum can be improved to meet differing needs, especially for the more able pupils.
- How well teachers and leaders are improving the accuracy and use of assessment.
- The impact of all leaders, especially subject leaders and the governing body in driving improvement in teaching, learning and pupils' progress.
- How care, guidance and support enable pupils to enjoy school and to gain positive attitudes towards learning.

Information about the school

This is a larger than average sized infant school. Pupils come from a wide range of backgrounds, the largest groups being White British and other White backgrounds. Half the pupils speak English as an additional language, with the main languages spoken being Greek and Turkish. Only a few pupils are at the early stages of learning to speak English. The proportion of pupils known to be eligible for free school meals is below average. The school has a below average number of pupils with special educational needs and/or disabilities. These pupils have a range of needs, including speech and language difficulties. Children in the Early Years Foundation Stage are taught in a Nursery, and in four Reception classes. The school has received several awards including the Parent Partnership award and Healthy School status.

The school's governing body has been part of a federation with the adjacent junior school since January 2010. There have been several changes in senior leaders over the past two years. The Executive headteacher was appointed in September 2010 and leads both schools.

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?

3

The school's capacity for sustained improvement

3

Main findings

Raglan Infant School provides pupils with a satisfactory education. Good care, guidance and support and friendly teachers help pupils to gain positive attitudes towards learning and to enjoy school. Children make a good start to their education in the Nursery and Reception classes, where newly developed buildings and a wide range of interesting resources help to make learning stimulating. In Years 1 and 2, pupils build steadily on what they have learnt, reaching broadly average attainment by the end of Year 2. Pupils, including those who are learning to speak English as an additional language, do best in speaking, listening and writing, where a recently improved curriculum and marking are helping pupils to gain skills rapidly. In mathematics, pupils often do well in tests, but in lessons teachers do not always ensure that they work at a fast pace or complete hard enough work. More able pupils do not always do as well as they could in reading and science. In reading, there is insufficient structure to help pupils extend their skills and in science investigations pupils do not use their knowledge well to explain their predictions and findings. Pupils with special educational needs and/or disabilities make at least satisfactory progress. Pupils behave well and show respect for the wide range of cultures and beliefs represented by pupils and members of staff at the school. They are enthusiastic about keeping fit and healthy and are supportive of each other, knowing it is 'better to share'.

Learning is uneven, especially in mathematics, because teachers do not always involve pupils fully in discussions or focus in their planning on what pupils of differing abilities are expected to learn. Teachers are good at praising the pupils, but marking and target setting in mathematics is not always rigorous enough to accelerate progress and help pupils to improve.

Self-evaluation is broadly accurate. The senior leadership team, under the strong leadership of the new headteacher, has a clear understanding of how the school needs to develop. Recent improvements are already having a positive impact in halting the slight decline in attainment in recent years. All leaders, including the governing body, are strongly committed to improving provision and pupils' progress. Subject leaders are developing their roles so that they can ensure that information collected on provision and progress is accurate and analysed rigorously. Improvements in writing and in the Early Years Foundation Stage since September demonstrate the school's satisfactory capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise the proportion of good or better teaching, especially in mathematics, by:
 - ensuring planning focuses on what pupils of differing ability are expected to learn in each lesson
 - making sure that work is consistently challenging, involves all pupils and enables them to complete more work
 - making sharper use of marking to help pupils move their learning forward.
- Increase the progress of more able pupils in reading and science, by:
 - providing a clearer structure for pupils to extend reading skills
 - ensuring that pupils use their scientific knowledge to help them explain their predictions and findings during investigations.
- Improve the role of subject leaders so that they make better use of information to identify and tackle areas needing improvement and evaluate the impact of developments on provision and pupils' progress.

Outcomes for individuals and groups of pupils

3

The majority of children are working within the levels expected for their age when they join the Early Years Foundation Stage, with communication, language and literacy being the weakest area of learning.

All pupils, including those who are learning to speak English as an additional language, enjoy school and the lively activities that involve them all. For example, in a good literacy lesson in Year 2, pupils were enthusiastic about practising their Kung Fu punctuation and enjoyed talking with their partners about the key features of giving instructions. In a good history lesson in Year 1, pupils enjoyed a role play activity about Victorian Britain and consequently remembered what they had learnt.

Pupils' achievement is satisfactory, although learning varies between lessons and subjects. In some mathematics lessons, pupils are not sufficiently involved in discussions and can lose concentration. For example, in part of one mathematics lesson, only a few pupils came out to help count objects on the interactive whiteboard and consequently the concentration of the other pupils waned. In addition, work in mathematics is not always hard enough and pupils take a long time to complete it. In contrast, expectations for writing are often higher. For example, in a history lesson in Year 1, pupils were encouraged to improve the detail in their work when writing about seaside holidays during the Victorian era.

Pupils with special educational needs and/or disabilities make satisfactory progress. They make good progress in specific additional learning programmes and when the work provided in everyday lessons is matched closely enough to their specific needs.

Most pupils say that they feel safe at school and know how to stay safe. They say there is very little bullying and know that there will always be someone who will listen to them. For example, one pupil told the inspection team, 'I used to get bullied in Year 1, but it got sorted and they're my friends now.' Pupils know that they need to be careful when using electricity. They are good at helping others and are especially proud of the part the school

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council played in improving the water fountains and in supporting each other at playtime. Pupils show respect for the feelings and needs of others. For example, they suggested prayers for Japan following the recent earthquake and tsunami. They learn about other cultures through various topics. Pupils demonstrate why the school has Healthy School status because they are aware of the importance of a balanced diet and enjoy taking part in energetic activities. Rates of attendance are broadly average. Most pupils are punctual and are mainly absent due to illness. Pupils' satisfactory progress in developing basic skills, along with good personal development, prepares them satisfactorily for the next stage of education and later life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teachers have good relationships with the pupils and manage behaviour positively. They are keen to develop their teaching and have increased the use of information and communication technology (ICT) to support learning. For example, in Year 1, pupils enjoyed using the interactive whiteboard when helping to estimate and count the number of marbles in a jar and in science in Year 2 pupils labelled digital photographs to show their knowledge of parts of living things. Most work engages the pupils' interest, although in some lessons, especially in mathematics, teachers do not provide pupils with enough challenge. Teaching assistants provide some good support for groups of pupils including those with special educational needs and/or disabilities, especially when teachers plan

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specific tasks to meet their needs. Subject language is promoted well and this supports all pupils, including those with English as an additional language.

The curriculum is being revised to create a seamless programme of work right through to the junior school. It supports pupils' learning best in speaking, listening and writing, where recent developments are already having a positive impact. Leaders are now establishing greater structure in mathematics and for more able pupils in reading and science. Pupils appreciate the good enrichment opportunities including interesting visits and visitors.

All pupils are known by members of staff and looked after well. An increasingly attractive and welcoming environment, together with good social and health guidance, have a positive impact on pupils' personal development. The identification of pupils with special educational needs and/or disabilities has recently become more rigorous. Guidance is developing quickly to become more consistent.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders are working closely across the two schools to put procedures into place that will improve achievement in Years 1 and 2. For example, the progress of groups of pupils is being tracked more rigorously and the monitoring of teaching and learning has been sharpened. Leaders embed ambition and drive improvement appropriately because they know what the school does well and how it should be improved. Subject leaders are developing their monitoring roles so that they can detect and tackle dips in performance straight away. Leaders promote equal opportunities and tackle discrimination satisfactorily. All pupils are included well socially, and the school is working to eliminate unevenness in learning and progress, especially for more able pupils.

The school's safeguarding arrangements are good. All parents who responded to the questionnaire agree that their children are kept safe. There are a few minor gaps in the school's paperwork but these do not have a negative impact on the pupils. All pupils, including those who are finding life difficult, are supported well emotionally and are confident that members of staff will keep them safe.

Members of the governing body have ensured that the school meets statutory requirements and that it has continued to run smoothly during the changes in headteachers. There is an increased rigour in steps they have taken in order to hold the school to account for its actions. The partnership between the school and parents and carers is good. Parents and carers are keen to help their children at home, especially with their reading. The school provides good opportunities for pupils to be involved in the local

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community and pupils from a wide range of backgrounds work and play together happily. The school has forged various links with schools around the world to help broaden the pupils' awareness of cultural differences. There are good links with the junior school and resources, including members of staff, are being shared to benefit all the pupils.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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	3

Early Years Foundation Stage

Children make good progress in the Nursery and Reception classes and most enter Year 1 working within the levels expected for their age. They make particularly good progress in communication, language and literacy and personal development because these skills are promoted especially well. For example, children in the Nursery show their independence when making choices and children in the Reception classes enjoy demonstrating the actions that go with various letter sounds. Members of staff work well as a team to provide a wide range of enticing activities that support learning well indoors and outside. Children learn well when taking part in activities they have chosen for themselves because members of staff encourage them to extend their ideas. Teachers provide some good whole class sessions but some supported group activities are less inviting. For example, in one session children chose not to take part in the writing activity and so did not learn the skills planned for that session.

Close links with parents and carers help children to settle into school routines swiftly and to feel safe and happy at school. Leadership has recently been strengthened and this has led to greatly enhanced provision and motivated members of staff. The use of assessment information as a leadership tool is being developed so that leaders can be even more responsive towards the changing needs of all groups of children.

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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

Most parents and carers say they are pleased with the school, especially with the way their children are kept safe and happy. The inspection team also found that pupils enjoy school and are kept safe. A few parents and carers expressed concerns over the way behaviour is dealt with and the way the school deals with their suggestions and concerns. The inspection team found that behaviour was managed well during the inspection. Members of staff are happy to respond to any suggestions and concerns and provide regular questionnaires to discover and act on the views of parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Raglan Infant 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 97 completed questionnaires by the end of the on-site inspection. In total, there are 320 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	65	32	33	2	2	0	0
The school keeps my child safe	64	66	32	33	0	0	0	0
My school informs me about my child's progress	44	45	47	48	6	6	0	0
My child is making enough progress at this school	46	47	46	47	3	3	0	0
The teaching is good at this school	57	59	37	38	3	3	0	0
The school helps me to support my child's learning	42	43	49	51	4	4	0	0
The school helps my child to have a healthy lifestyle	43	44	53	55	1	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)	31	32	52	54	2	2	0	0
The school meets my child's particular needs	38	39	48	49	5	5	0	0
The school deals effectively with unacceptable behaviour	34	35	50	52	7	7	2	2
The school takes account of my suggestions and concerns	32	33	53	55	5	5	2	2
The school is led and managed effectively	47	48	42	43	2	2	2	2
Overall, I am happy with my child's experience at this school	55	57	35	36	5	5	0	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



16 March 2011

Dear Children

Inspection of Raglan Infant School, Enfield EN1 2NS

We enjoyed coming to see your friendly school. Thank you for being so helpful during our visit. Your school provides you with a satisfactory education.

These are the best things about your school.

- You learn quickly in the Nursery and Reception classes.
- In Years 1 and 2, you do well in speaking, listening and writing.
- You are polite and enjoy coming to school.
- Well done for keeping healthy and helping each other at playtimes!
- We agree with you when you say that teachers are kind and look after you.
- The headteacher and other leaders know what needs to be done to make the school better.

These are the things we have asked your school to do next to make it better.

- Help teachers to always give you work that is just right for you in mathematics and to expect you to work quickly and take a full part in discussions.
- Use marking to show you how to do better in mathematics.
- Help those of you who are good at reading and science to do well by giving you clear steps to work towards and encouraging you to explain what you have found out in your science investigations.
- Make sure that teachers who look after subjects use information on how well the school is doing so that things can be put right quickly.

Thank you once again for telling us about your school and letting us see your work. You could help your teachers by always trying to answer their questions.

Yours sincerely

Alison Cartlidge

Lead inspector

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