

Raglan Infant School

Wellington Road, Enfield, Middlesex, EN1 2NS

Inspection dates

12–13 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Teaching is not consistently good enough to ensure that pupils achieve well.
- Progress in Key Stage 1 is not fast enough in English and mathematics. This is especially the case in writing, notably for boys.
- Learning activities are not always carefully matched to pupils' needs to provide enough challenge to extend and deepen their learning.
- Teachers' marking does not always inform pupils how well they have done and how they can improve their work to move on to the next steps in their learning.
- Phase leaders who are new to their positions are not yet fully skilled in analysing assessment information about how well individual pupils are doing.
- Systems to check up on pupils' progress are very new and have not been used to monitor individuals' and groups' progress rigorously enough.

The school has the following strengths:

- The headteacher has successfully managed a difficult period of significant staff changes and accurately prioritised the need to improve pupils' achievement.
- Governors support and challenge senior leaders well to monitor and track the work of all teachers.
- Behaviour in and around the school is good and pupils have good attitudes to their learning. They feel safe in school.
- Improving teaching in some classes is providing pupils with a level of challenge so that they make faster progress.
- Children make good progress in the Early Years Foundation Stage.
- Disabled pupils and those who have special educational needs are well supported so that they achieve at a similar rate to their classmates.

Information about this inspection

- Inspectors observed 33 part lessons taught by 13 teachers. Senior leaders accompanied inspectors for some observations and on learning walks throughout the school.
- Discussions were held with the headteacher, the Chair of the Governing Body and vice chair, a representative from the local authority, senior leaders and a subject leader. Further discussions were held with groups of pupils.
- Pupils' work and teachers' marking of pupils' work were scrutinised.
- Inspectors listened to pupils read in Years 1 and 2 and looked at displays in classrooms and around the school.
- A range of documents was scrutinised, including the school's development plan and self-evaluation.
- There were 68 responses to the online questionnaire, Parent View.

Inspection team

Gillian Bosschaert, Lead inspector

Additional inspector

Raminder Arora

Additional inspector

Parvina Saunders

Additional inspector

Full report

Information about this school

- Raglan Infant School is a much larger than average sized infant school.
- The school federated to Raglan Junior School in 2011 with one headteacher and governing body.
- Most pupils come from White British and other White backgrounds.
- The proportion of pupils known to be eligible for the pupil premium, which is additional funding provided by the government for looked-after children, pupils known to be eligible for free school meals and children of service families, is below average.
- The school has a lower than average number of pupils supported by school action. The proportion supported by school action plus or with a statement of special educational needs is below average but rising.
- Since the last inspection, the school has had two new headteachers, a large number of teachers have left and new ones have joined.
- The school has a 60 place part-time nursery and four Reception classes.
- The school has a breakfast club managed by the school's governing body.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is typically good or better by ensuring that:
 - work set for pupils is suitably challenging, especially for the more able
 - feedback and marking across the school are consistent and inform pupils about what they have done well, the next steps to improve their work, and provide opportunities to respond to the teachers' comments
 - teaching assistants provide the most suitable forms of support in all lessons, including making sure pupils do not become over-dependent on adults for help
 - the good practice in teaching that already exists in the school is shared so that teachers can learn from each other.
- Improve attainment in writing, particularly of boys, by:
 - giving pupils more time to write longer pieces of work
 - challenging the more-able pupils to progress much more quickly in lessons where they learn letters and sounds.
- Accelerate the progress made in mathematics by:
 - providing greater challenge for all pupils to apply and extend their knowledge.
- Improve leadership and management by:
 - strengthening the new phase leaders' skills in analysing assessment information to check on the progress of individuals and groups
 - ensuring that systems to check on pupils' progress are used rigorously to prevent underperformance.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because not enough children make good progress in Key Stage 1, given their starting points in Year 1.
- Pupils' progress in writing, especially for boys, is not fast enough. Some work is too easy, especially for more-able pupils, and there are not enough opportunities to write extensively.
- More-able pupils do not make fast enough progress in reading because they need a better understanding of the sounds letters make and how this helps their writing.
- Progress in mathematics is not as fast as it should be because work is not consistently matched to the needs of all the pupils.
- The extra funding (pupil premium) to support pupils who are known to be eligible for free school meals is used well by the school to provide wide-ranging activities, both in school and in the wider community. High levels of adult support is not consistently used well enough to ensure that these pupils, as well as disabled pupils and those who have special educational needs, make more progress than they do. When measured by average points scores, these pupils make the same progress as their peers.
- Children in the Early Years Foundation Stage make good progress and enter Year 1 at levels above those expected for their age.
- Pupils enjoy reading; they read at home to family members.

The quality of teaching

requires improvement

- There is too much variation in the quality of teaching throughout the school. In too many lessons, teachers are not making the work demanding enough. As a result, pupils spend too much time going over what they already know rather than learning new skills and knowledge. Higher expectations of teachers' performance have resulted in improvements in teaching, but good teaching is not yet common.
- Teachers are not making full use of the information they collect about what pupils can already do to plan lessons. In pupils' mathematics books, for example, there are too many worksheets and too much work that pupils complete with ease and without having to think too hard. In the best lessons, teachers are using information well to plan activities which motivate and stretch pupils of all abilities.
- In most lessons, teaching places a strong emphasis on developing areas of pupils' social and communication skills. For example, pupils are encouraged to talk to a partner to rehearse ideas and thoughts.
- Good use is made of computers in all classes from the Nursery on throughout the school. The interactive whiteboard is used well and allows pupils clear vision and an opportunity to write up words and numerals for the class. The additional support of the Every Child a Reader and Every Child Counts has improved progress with children who were struggling.
- From looking at pupils' books there was evidence of inconsistent progress, not enough writing and too many worksheets especially in mathematics.
- The quality of marking is too variable. It generally offers encouragement and, in some cases, includes guidance on how pupils can improve their work. However, comments are often repeated and there is no dialogue with pupils or reference to pupils' learning targets. Discussions with pupils show that they are not sufficiently clear about what they have to do to improve their work.
- Teaching assistants generally make a positive contribution to lessons but the quality across the school is too variable. In the best cases, adults know when to support and when to stand back and allow the pupils to try to work things out unaided. However, this is not always the case, which can cause some pupils to be over-reliant on adult help.

- In the best lessons, pupils make rapid progress because the teachers' expectations of what they can achieve are high, the lessons are well paced, teachers show by example what is expected and pupils are actively involved during the teaching session. Teachers relate well to their pupils, offering support, guidance and encouragement by addressing any misunderstandings promptly during the lesson.
- Teaching in the Early Years Foundation Stage is good and good progress is made. Teachers understand the needs of their children and offer suitable activities to promote the children's learning and to develop coordination. For example, one tray was full of rice and noodles with bowls and chopsticks and tweezers to pick up the noodles, a very demanding task but one which was being attempted by some children.

The behaviour and safety of pupils are good

- Pupils' conduct around the school is good. Pupils are polite and courteous to adults and visitors, and they show consideration to each other. For example, one boy was seen to fall over in the playground and another boy went over to him immediately, put his arm around him and took him to an adult.
- Pupils feel safe in school and are free from the fear of bullying. Pupils are happy and are aware of safety and keeping themselves safe. They have a vague understanding of e-safety. They understand it is something to do with social networks but also understand that one must not get the computer wet!
- Parents and carers who responded to the online questionnaire, Parent View, showed they, too, felt their children were safe in school and that standards of behaviour were good.
- The level of attendance is close to the national average. The school has been rigorous in promoting the importance of good attendance and punctuality. It is successful in working closely with parents and carers.
- Pupils are keen to learn and this solid foundation to learning was seen in all classes beginning in the Nursery and throughout the school. They settle quickly to work and show enthusiasm for some subjects. For example, several children were asked about what they liked about school and each said it was 'maths', stating, 'Now it is fun!' This shows that the school's recent focus on developing practical mathematics is succeeding.
- The development of 'Golden Time' through the introduction of more opportunities for fun has enabled pupils to understand rewards and sanctions and is a firm favourite among all the pupils.

The leadership and management require improvement

- Leadership and management require improvement because neither achievement nor teaching are good.
- Following a turbulent period of staff changes, including a change of headteacher, the school is now in a better place to move forward. The new headteacher is visionary and has a wealth of experience to provide the steer the school needs. However, many initiatives have not yet had sufficient time to develop.
- The headteacher, with support from the local authority and the governing body, has successfully managed a period of considerable turmoil. This has resulted in the restructuring of the leadership team to work across the federation. Key appointments have been made and training given to both teaching and non-teaching staff to help raise pupils'

attainment.

- The phase leaders are new to their roles and some are not sufficiently skilled in undertaking the in-depth analysis of assessment information in order to raise pupils' attainment.
 - Systems to check up on pupils' progress are very new and have not been used to monitor individual and group progress to set more demanding targets and increase rates of progress for all pupils.
 - The school's self-evaluation and improvement plan are robust and show clearly the way forward. All members of staff are committed to moving the school forward. They have been willingly involved in determining their performance management targets which hold them directly to account for their pupils' achievement.
 - Subjects are enriched by topic work which helps pupils develop their English skills further. Activities and lessons provide a range of experiences that contribute well to pupils' spiritual, moral, social and cultural development. For example, several classes were working on the Chinese New Year which shows good provision for developing pupils' understanding of other cultures. Displays reinforced messages effectively about being and staying healthy and the enjoyment of characters in books.
 - The school is effective in its policy for promoting equal opportunity and tackles any instances of negative discrimination. Pupils who are supported by pupil premium and disabled pupils and pupils with special educational needs achieve as well as similar pupils in other schools.
 - The local authority advisor has provided valuable support to the school throughout the federating process. It has given encouragement to groups and individual teachers and checked up on the quality of teaching. They have supported the new Early Years Foundation Stage leader and her role.
 - All aspects of safeguarding meet requirements.
 - Regular newsletters, parent mail and termly opportunities to discuss their children's work keep parents and carers informed. The parents' and teachers' association works hard to fund extra resources.
 - The governance of the school:
 - Governors are knowledgeable about the school and have successfully federated the two schools and take their responsibilities to hold the school to account very seriously. They undertake training offered by the local authority and by the headteacher on safer recruitment, child protection and other topics. They fulfil their statutory duties well, including safeguarding pupils. They undertake monitoring visits and give written feedback to challenge the leadership to raise standards. They are aware of the strengths and areas to develop and fully aware of where the school is compared to schools nationally. They are also aware of how the headteacher is seeking to reward good performance and tackle mediocre and weak teaching. Governors monitor the use of the pupil premium funding and are clear on how the funding is spent and its impact.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102004
Local authority	Enfield
Inspection number	404798
Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair	Anna Williams
Headteacher	Martin Kelsey
Date of previous school inspection	14–15 March 2011
Telephone number	020 8360 5121
Fax number	020 8360 2813
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