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27 June 2013

Mr Martin Kelsey  
Headteacher  
Raglan Infant School  
Wellington Road  
Enfield  
EN1 2NS

Dear Mr Kelsey

### **Requires improvement: monitoring inspection visit to Raglan Infant School**

Following my visit to your school on 27 June 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in February 2013. It was carried out under section 8 of the Education Act 2005.

### **Evidence**

During the visit, I held meetings with you, other senior and middle leaders, a group of pupils, the Chair of the Governing Body, a group of support staff, and a representative of the local authority to discuss the action taken since the last inspection. The school improvement action plan was evaluated; minutes of the governing body were scrutinised as well as the most assessment information for the current school year, teachers' performance management records, and a sample of pupils' work in English and mathematics.

### **Context**

There have been no significant changes in staffing since the section 5 inspection. The school remains in a hard federation with the adjoining junior school. Links have been established with a locally based National Leader of Education (NLE) but planned work is at the very early stage of development.

### **Main findings**

After the inspection, you and your senior staff did not hesitate to begin planning for improvement. The priorities identified in the inspection report virtually mirror those in the single improvement plan. You and the leadership team have produced a well thought out post-Ofsted action plan; overall, it is fit for purpose but clearer measures of progress over time could be included. Roles and responsibilities are well planned and there is a cohesive approach to driving improvement. While marking is much improved in explaining to pupils how they can improve their work. However, consistency is needed in teachers always making comments and offering pupils opportunity to respond. Good attention to improving mathematics is enabling staff and pupils to see tangible evidence of better progress. Literacy skills are also improving but you have not forged ahead as quickly in implementing these changes. This is because lingering matters around the federation with the former junior school, have affected the promising quick pace of development. It is taking longer than expected to drive school improvement work in the junior school. More still needs to be done for the more able pupils.

Appropriate training, assessment systems, experienced phase leaders and resources have been used to begin supporting the changes identified in the action plan. For instance, teaching assistants are well-briefed; line managers are better at holding their teams to account. Overall, you are providing clear direction and the determination ensure that the changes and improvements are sustained.

The governing body has a good handle of the strengths and weaknesses of the school and are well briefed about pupils' achievement. The Chair and members of the governing body draw on their good knowledge and expertise of the education system to keep the school's work under review. They are working with you and other leaders to ensure that the federation accepts planned improvement as a positive feature of the school's work and does not undermine the changes, in preparation for the re- inspection. For example, work is kept under review, and new and experienced staff have been recruited to increase capacity.

Senior leaders and governors have begun to take effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure that outstanding matters around the federation, such as changing the culture of the junior school, do not become barriers to driving improvement
- ensure that the senior leadership team build on the changes started by providing
  - the support necessary to increase the skills of the phase leaders
  - push through the planned changes and the work to be undertaken with external partners
  - ensure that the most able pupils are consistently challenged.

## **External support**

A good range of support is contributing to the school understanding its strengths, and what has to be done to drive improvement faster. The pace of change has been moderate rather than fast. This is because plans to implement the programme of work with external partners including the literacy consultant and NLE are currently being rolled out.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Enfield.

Yours sincerely

Carmen Rodney  
**Her Majesty's Inspector**