

Prospects Learning Services Ltd
132-138 High Street
Bromley
Kent
BR1 1EZ

T 020 8313 7760
F 020 8464 3393

Ofsted helpline
08456 404045



20 February 2007

Mrs K Barr
The Acting Headteacher
Rangefield Primary School
Rangefield Road
Downham
Bromley
BR1 4RP

Dear Mrs Barr

OFSTED MONITORING OF SCHOOLS WHOSE OVERALL EFFECTIVENESS HAS BEEN JUDGED SATISFACTORY

Thank you for the help which you and your staff gave when I inspected your school on 06 February 2007, for the time you gave to our phone discussions and for the information which you provided before and during my visit. I would particularly like to thank Mrs Daley, Chair of Governors, for making her time available to me.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on January 2006, the school was asked to

- Improve standards in English, mathematics and science through more effective marking and assessment to guide pupils on how to improve.
- Improve some important aspects of leadership, including planning, monitoring and evaluation.
- Ensure that the child protection policy and procedures, including training for staff, are up-to-date.
- Improve levels of attendance.

Having considered all the evidence I am of the opinion that at this time the school is making good progress in addressing the issues for improvement.

Standards in English, mathematics and science are improving, but it is still too soon to see the full impact of the many innovations made across the school in the last year. One of the principle changes came after a very careful analysis of teachers' marking undertaken in a "Book Monitoring" day involving all staff.

A much clearer system was introduced as a result. Marking is now consistent. Teachers' comments are both supportive and demanding. Whilst mistakes are noted, pupils are given specific areas to improve. In discussion, the Year 6 pupils could explain how well they are doing and say they now have a good understanding of their own, and their class, targets.

There are now much stronger assessment systems for checking pupils' progress. These are simple, pertinent and effective. There is now improved analysis of test data that informs planning. The improved tracking systems for each pupil provide clear and appropriate details of the pupils' strengths and weaknesses in most subjects. Strategies introduced to assess learning in lessons are being successful in raising standards. Outcomes are being analysed carefully and teachers are making good use of these assessments in their daily planning. The overall result of the improved checks and assessments is that pupils are making better progress and the school can show this convincingly.

The newly introduced, INCERTS, record keeping computer system, whilst still in the early stages, has already enabled the Year 6 pupils to have one-to-one discussions with the acting head teacher about their progress and specific needs. All agree this has made a significant difference. Pupils clearly now feel much more involved in their own learning and much more in control. The more effective use of assessment has enabled support to be more accurately provided for pupils with learning difficulties. These pupils respond enthusiastically to the extra help they receive.

Thanks to systems introduced with the strong support of the local authority's school improvement officer, and modelled by the acting headteacher, acting deputy and the assistant headteacher, the evaluation of teaching has improved greatly. There are now regular checks on how well all teachers deliver their lessons. Information on record shows that teaching has improved, and whilst there are still variations in the quality of teaching, specific support is being given where needed. The reorganised Senior Leadership Team has been very effective, after careful training, in leading this, and other developments. For example, school improvement plans now have clear, measurable criteria for success and realistic, but demanding, timescales. The school's annual cycle of evaluation is a very useful document, understood by all, and being carried out rigorously.

In the last year there have been significant improvements in some subjects in the school. The last report said that the curriculum met requirements but the range of out of school hours' clubs was very limited and there were very few additional sport activities. An extensive range of extra-curricular activities has been set up, and the school has now achieved the "Activemark" for its sports provision. Information and communication technology (ICT) was satisfactory but is now being used well. Teachers have continued to gain in confidence and understanding in the use of ICT across the curriculum. The use of interactive white boards in all classrooms is well established, and the

modelling of good practice by the acting assistant headteacher is particularly effective.

Many adults involved in the school paid tribute to the calm and purposeful atmosphere the acting head teacher has created in the school since last September. The introduction of a new behaviour management system, known as Restorative Justice, has, according to many adults and pupils, changed the ethos of the school. Pupils' attitudes to learning and behaviour in lessons observed were never less than satisfactory – and in almost all they were good.

Thanks to strenuous efforts by the acting headteacher the child protection policy and procedures, including training for staff, are now up-to-date.

Pupils' attendance is improving. Punctuality to school is now satisfactory. The school has introduced new, good, procedures to encourage attendance and these are working well.

Finally, the budget deficit is being managed with care and does not appear to be having an impact on provision. I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

David Marshall
Additional Inspector