

# Inspection of a good school: Raglan Primary School

Raglan Road, Bromley, Kent, BR2 9NL

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Inspection dates:

18 and 19 July 2023

## **Outcome**

Raglan Primary School continues to be a good school.

## **What is it like to attend this school?**

Leaders have thought carefully about how to support pupils' development beyond the academic curriculum. Older pupils proudly take on leadership roles and are positive role models for younger members of the school. Pupils do their utmost to demonstrate the Raglan values of being kind, ready, safe, resilient, confident and independent.

Pupils are kept safe. Pupils appreciate the school's 'Tell, Tell, Tell' motto and how this means that they can always ask for help.

Leaders have high aspirations for all pupils, including those with special educational needs and/or disabilities (SEND). Staff support pupils well to ensure that they can do their best. There is a calm atmosphere around the school and in lessons, where pupils behave well and work hard. Pupils who attend the additionally resourced base (ARB) are equally well supported in their learning and show positive attitudes to their studies. Leaders ensure that all pupils want to learn. They are proud that pupils display enthusiasm and curiosity about their learning.

Leaders focus on developing the character of pupils. They make sure pupils have many opportunities to lead. These include the house captains who do termly learning reports, lead assemblies, present to parents and carers, and manage the house points system.

## **What does the school do well and what does it need to do better?**

Leaders understand the importance of having an ambitious and rigorous curriculum. This is demonstrated by the way they have put in place clear curriculum thinking in most subjects. Children are well prepared by the early years curriculum to be successful in their later learning in Year 1 and beyond. This includes making sure that children obtain the foundations they need in their physical development, as well as in early reading and mathematics. Typically, staff are carefully trained to enable them to successfully deliver the curriculum. They use well-considered strategies to help pupils to learn and remember more. Pupils achieve well overall.

The curriculum is carefully planned to build on pupils' prior knowledge and experiences, from Nursery all the way to Year 6. Leaders are thorough in their work to secure further improvements in what pupils learn. In mathematics, for example, leaders have introduced an increased focus on timetables. Through regular practise, pupils build up their fluency, and in turn this enables them to tackle other aspects of mathematical learning with confidence.

Teaching responds astutely to what pupils are finding difficult, with teachers making sure that pupils revisit and practise the right things. Well-thought-through adaptations to the planned learning help pupils to understand ideas accurately. This allows pupils to meet the curriculum goals that leaders have set.

Pupils achieve highly in reading, writing and mathematics. This was evident in the 2022 statutory assessment outcomes. In a few other subjects, pupils' progression through the curriculum is not as strong. This is because leaders' approach to these subjects is not as clearly defined. Sometimes, the tasks and resources pupils are given in class do not fully support the intended curriculum goals. Leaders recognise this. They are refining the curriculum and providing training to staff to develop their expertise further.

Leaders have thought carefully about the teaching of phonics. They ensure that pupils quickly become confident and accurate readers, and are able to access reading materials across the curriculum. Staff are skilled at teaching reading because they receive rigorous and regular training on delivering the phonics programme. Regular assessments are used by leaders and staff to identify those falling behind. They make sure that these pupils quickly receive extra help to address the gaps in knowledge. Pupils like to read and described their favourite stories with much joy.

Leaders and staff adopt a rigorous approach to supporting pupils with SEND. They make sure that needs are quickly identified and that appropriate plans are put in place. Plans are regularly adapted to make sure that pupils' learning is well promoted. Teachers receive appropriate training to support pupils with SEND, including those who attend the ARB. Alongside learning an appropriately demanding curriculum, pupils who attend this provision receive a range of therapeutic support tailored to their needs. They access all of the same opportunities as others, including joining in with clubs and taking on leadership roles.

Leaders have high expectations for behaviour. Pupils are polite and friendly. They hold doors open for each other and for adults. Staff, pupils and parents all agree that pupils behave well at this school.

Pupils like being able to help out others in the school and in the local area. For example, the eco-council runs a swap shop that is open to the whole community. Digital leaders support other pupils when they are learning about online safety. Educational visits are carefully planned to add to the academic curriculum offer. Pupils said that they enjoy learning outside of the classroom very much.

The governing body and trust work closely with senior leaders. Together, they ensure that teachers are supported with well-being and professional development.

## **Safeguarding**

The arrangements for safeguarding are effective.

All members of staff take their safeguarding duties very seriously. Leaders ensure that staff receive thorough training to allow them to successfully perform their roles and responsibilities. The safeguarding team work well together and draw upon their collective expertise to make sure pupils at risk are identified and supported effectively.

Leaders understand the local context of the school. They know the safeguarding issues that pupils are likely to face and make sure that staff are alert to these risks. Pupils are also given lots of guidance on what they can do to keep safe.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some foundation subjects, the approach to designing and teaching the curriculum is not as developed as it is in others. This means that, at times, pupils do not learn subject content as securely in these subjects. Leaders should work with subject leaders and staff to agree explicit expectations for pupils' learning and how knowledge should be deepened over time. Leaders should continue to support teachers to increase their expertise in following the agreed curriculum thinking.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in June 2017.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	140088
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10240729
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	468
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Andrea Carter
<b>Headteacher</b>	Matt de Freitas
<b>Website</b>	<a href="http://raglanprimaryschool.co.uk">http://raglanprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	27 and 28 June 2017, under section 5 of the Education Act 2005

## Information about this school

- This is the first inspection of the school since the appointment of the new headteacher in September 2022.
- Leaders use one registered alternative provider.
- The school has two additional resourced provisions, which support pupils with speech, language and communication needs.

## Information about this inspection

- This is the first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the chief executive officer of the trust, the headteacher and other senior leaders. They also met with the chair and other members of the governing body and the trust.
- The inspector carried out deep dives in these subjects: early reading, mathematics and physical education. The inspector discussed the curriculum with leaders, visited

lessons, reviewed pupils' work, met with pupils to discuss their learning, and met with subject leaders and teachers.

- The inspector also visited lessons and reviewed pupils' work for some other subjects.
- Through discussions with leaders, governors, pupils and staff, the inspector considered how effectively pupils are safeguarded. The inspector also looked at records related to safeguarding, including records of checks carried out before staff are appointed.
- The inspector met with pupils to discuss aspects of safeguarding. They spoke to pupils during lesson visits. They observed pupils' behaviour in lessons and at break and lunchtimes. The inspector spoke to staff about behaviour and about their workload in the school.
- The inspector considered responses to Ofsted's online surveys for parents, pupils and staff.

### **Inspection team**

Luke Stubbles, lead inspector

His Majesty's Inspector

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