

Inspection of Raglan Infant School

Wellington Road, Enfield, EN1 2NS

Inspection dates: 9 and 10 July 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

This is an inspirational school where pupils thrive, and learning comes alive. Pupils' behaviour is exemplary. They are kind and caring towards each other and respectful to adults. They are enthusiastic and attentive in lessons. Pupils take great care when presenting their work. The quality of their work in books and on display around the school is truly impressive.

The school is highly ambitious for every pupil to learn a broad range of knowledge and skills. Pupils rise to the school's high expectations. Because of this, all pupils, including those with special educational needs and/or disabilities (SEND), attend well and achieve highly by the time they leave Year 2 for junior school.

Due to the close and supportive relationships between staff and pupils, pupils know that all the adults in the school will always help them and keep them safe.

There are a range of popular clubs and activities to enhance pupils' broader personal development and well-being. These include activities such as tennis, yoga and mindfulness, choir, and arts club. The school makes sure that activities are accessible for everyone. From early years onwards, educational visits considerably enhance the ambitious curriculum. For example, pupils have enjoyed visits to the Tower of London, a local mosque, and Celtic Harmony Camp.

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

In all subjects, the school has designed an ambitious and well-structured curriculum. The knowledge and skills pupils learn are clearly defined and well-sequenced, building towards understanding more complex knowledge. This begins in early years and develops as pupils get older. For example, in art and design, children in early years learn about mixing colours when painting and drawing and different materials for sculpture. They build on this knowledge when learning about Kandinsky and the Musical Paintbox. By Year 2, pupils apply what they have learned to make more complex moving objects using a range of tools and techniques.

Staff work closely in subject teams. The school use a team of specialist teachers to further enrich the curriculum in such as areas as art, computing, design technology, music, and physical education (PE). This helps to ensure teachers are well-supported to design activities that inspire pupils and build their knowledge securely. As a result, pupils develop a rich body of knowledge in different subjects and achieve exceptionally well.

Children prosper in early years. The curriculum is well-thought through and designed to develop children's knowledge in all areas of learning, preparing them well for key stage one. For example, the curriculum for communication helps to ensure adults model language and interact skilfully through familiar songs, poems, and rhymes.

The environment is creatively adapted to help children practise what they learn. Children, including those with SEND, become independent, curious, and confident learners. This supports their seamless transition into Year 1.

Pupils learn to read as soon as they start school. In Nursery, children begin to identify and repeat the first sounds in simple words when being read to. This prepares them well for their phonics learning in Reception. The daily phonics sessions are highly effective. Staff model sounds with precision, meaning that pupils learn to say sounds accurately. Pupils use this knowledge to read new and unfamiliar words. Assessment is rigorous and books are carefully matched to the sounds pupils are learning. Pupils who are not fluent readers have regular, targeted support. This helps to ensure pupils develop as confident readers who achieve exceptionally well, including in the Year 1 phonics screening check.

Pupils understand and respond well to the 'five-step' approach to behaviour. Pupils behave very-well in lessons and learning is not disrupted. Pupils readily take responsibility for themselves and their peers throughout the day. Any incidents at playtimes are swiftly resolved. The school uses a range of effective strategies, such as breakfast club, to ensure high attendance and punctuality.

The school promotes pupils' wider personal development very well. The personal development and well-being curriculum is designed to help pupils to understand themes such as online safety, healthy relationships, and positive friendships. Pupils learn about a wide range of cultures and to respect differences. They enjoy serving on the school council and an innovative eco-council. Pupils at an early age are being well-prepared for life in modern Britain.

Staff are rightly proud to work at this school. They value the consideration shown by leaders for their workload and well-being. Staff praise the high-quality training that they receive, including about safeguarding. Governance is strong and provides informed challenge and support. Parents and carers are overwhelmingly positive about the work of the school.

Safeguarding

The arrangements for safeguarding are effective.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102004
Local authority	Enfield
Inspection number	10323306
Type of school	Infant
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	447
Appropriate authority	The governing body
Chair of governing body	Anna Williams
Headteacher	Martin Kelsey-Hatton (Executive headteacher)
Website	www.raglanschools.org
Dates of previous inspection	19 and 20 April 2023, under section 8 of the Education Act 2005

Information about this school

- The school is federated with The Raglan Junior School. The federation is led by an executive headteacher and a single governing body.
- The school runs a breakfast club and an after-school club.
- The school is larger than the average size infant school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the executive headteacher, deputy headteacher, other leaders and teachers. They spoke with members of the governing body including the chair of governors. They also spoke with representatives of the local authority.

- The inspectors carried out deep dives in these subjects: reading, mathematics, design technology, computing, and geography. For each deep dive, the inspectors met with subject leaders, considered the curriculum, visited lessons, spoke with teachers and pupils, and looked at samples of pupils' work.
- The inspectors considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of school leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors met with parents at the start of the school day. The views of pupils, parents and staff were gathered through discussions as well as considering their responses to Ofsted's online surveys.

Inspection team

Sean Flood, lead inspector	Ofsted Inspector
Fiona Jatta	Ofsted Inspector
Katerina Christodoulou	Ofsted Inspector

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