

Ravenor Primary School

Inspection report

Unique Reference Number	101885
Local Authority	Ealing
Inspection number	355088
Inspection dates	1–2 December 2010
Reporting inspector	Martin Beale

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	495
Appropriate authority	The governing body
Chair	Stephen McKenzie
Headteacher	Rosalind Hancell
Date of previous school inspection	31 January 2008
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Introduction

This inspection was carried out by four additional inspectors. They visited 29 lessons seeing 17 teachers, and held meetings with staff, groups of pupils and the Chair of the Governing Body. Informal discussions were also held with parents and carers as they arrived with their children at the start of the day. Inspectors observed the school's work, and scrutinised assessment information, pupils' books, records of pupils' progress and improvement plans. Inspectors analysed 124 parental questionnaires and 97 responses to the pupils' survey.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How well teachers use assessment information to meet the needs of all pupils in their classes.
- The school's success in improving achievement for the younger boys in writing.
- The impact of the school's action to improve the quality of teaching.
- The effectiveness of support for the learning and progress of pupils whose circumstances might make them more vulnerable.

Information about the school

This large and expanding primary school serves a culturally diverse community. Most pupils are from minority ethnic backgrounds, with the largest group being of Black African heritages. The majority of pupils are from homes where English is spoken as an additional language. An above average proportion of the pupils are known to be eligible for free school meals, although this figure is falling. A higher than average proportion of pupils join or leave the school other than at the usual times. The proportion of pupils identified with special educational needs and/or disabilities has fallen to an average level. Their needs are mostly associated with learning difficulties related to literacy and to their behaviour and emotional development. Children in the Early Years Foundation Stage are taught in a Nursery and three Reception classes. The school has received the Activemark and achieved Extended Schools status. The school hosts a privately run breakfast and after-school club, which is inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Ravenor Primary School provides a satisfactory quality of education for its pupils. It is on a steadily improving path and has developed some good features. The staff team works together in supporting the headteacher's goal of breaking down barriers that may impede the pupils' learning. The effective leadership team has generated an atmosphere where teachers reflect on how they can enable pupils to achieve more. It has taken time to reach this point, but teaching is improving as a result and there is a shared commitment among staff to improve their performance further.

Children greatly enjoy their time in the Nursery and Reception classes because activities are carefully planned to meet their particular needs and interests. Close attention is paid to the development of language skills, which supports the rapid progress of children who need to develop greater fluency in English. Pupils make satisfactory and improving progress across the rest of the school, but this is more rapid in the older year groups where teaching is at its most effective. Attainment is broadly average and rising by the end of Year 6.

Inconsistencies in the quality of teaching account for the uneven pattern to the pupils' progress. The most effective teaching is pitched closely at the pupils' assessed needs, and provides challenge for the more able. Pupils become immersed in these lessons but can lose concentration when teaching is more mundane and when work is not sufficiently challenging. Teachers require detailed responses to their questions but do not always explore the reasons behind the pupils' answers to secure their understanding. Additional adults are deployed more effectively when pupils are undertaking tasks than during whole-class sessions. ♦

Some pupils, particularly at the top end of the school, are very aware of how well they are doing and what they need to do to meet their targets. However, not all feedback provided, including through marking, helps to move learning forward or engage pupils in assessing their own progress and that of others. The pupils' learning experiences in Year 1 build on well from Reception, but opportunities are missed in higher years to generate interest by linking learning between subjects and to promote greater achievement through subjects other than English and mathematics. ♦

The progress of pupils with special educational needs and/or disabilities is improving, particularly in enabling those with more acute needs to meet targets related to their behaviour and personal development. However, teachers do not always plan appropriate activities to help them to take the next steps in their learning.

Pupils are known as individuals, which enables the school to focus its support increasingly sharply on meeting their needs. This is particularly effective in supporting potentially

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vulnerable pupils and their families through the school's close links with outside agencies. Pupils appreciate the support they can access if they have any concerns through the 'Place 2 be' counselling service. Safety and safeguarding issues are integrated into the curriculum so that pupils have a good understanding of how to keep themselves safe.

Refinements to the analysis of assessment data and the checking of staff performance provide senior leaders with a firm basis for their accurate self-evaluation and the identification of where further action is needed. Governors are determined to support improvements and, through their action, attendance has risen rapidly to above average. The quality of teaching is steadily improving and action is now in place to tackle the gap between boys and girls in writing. As a result the pupils' achievement is rising, giving the school good capacity for further improvement.

What does the school need to do to improve further?

- Bring greater consistency to the quality of teaching by:
 - using assessment information more effectively to plan lessons that meet the needs of all pupils
 - ensuring that teachers engage pupils through more skilled questioning
 - deploying teaching assistants more effectively through all sections of a lesson.
- Help pupils to understand better how to improve their work by:
 - generating greater consistency in marking pupils' work ♦
 - providing clear targets for the improvement of their work ♦
 - providing opportunities for them to assess their work and that of others.
- Provide a curriculum that is planned more closely to meet the pupils' needs and generates greater interest by developing a coherent plan for linking learning between subjects more closely. ♦

Outcomes for individuals and groups of pupils

3

Pupils develop their knowledge and understanding at a satisfactory and quickly increasing rate. They are generally keen to learn and mostly persevere with their work. They collaborate well from a young age and make constructive use of opportunities to discuss their ideas with each other. For example, pupils worked well together in groups for a science investigation in Year 5, using agreed criteria to evaluate their work and discuss their writing with each other. The focus on developing language skills means that by the time pupils reach Key Stage 2 all but the newest arrivals have a secure command of English for their age. Pupils apply their number skills well to the solution of problems, such as when Year 6 pupils solved complex problems involving percentages. In spite of these positive qualities, a minority of pupils can become restless in lessons if they are spending too long listening to their teachers or when tasks are not matched to their needs.

Pupils get on well together and show how much they value other people's feelings, values and beliefs. Pupils say they feel safe in school and that any conflict or bullying including racist behaviour is dealt with promptly and to their satisfaction. As one later arrival to the

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school said: 'The school made me feel I belong.' However, although behaviour is satisfactory, some pupils are concerned that it could be better at times around the school. This view is shared by a small minority of parents, although evidence indicates that the school's action is bringing about improvements.

Pupils can talk about the features of a healthy lifestyle. Many strive to achieve these as shown through their participation in sporting activities within and outside school and their sensible choice of food at lunchtime. This is reflected in the school's achievement of Activemark. The pupils have a voice in school developments but opportunities are missed for them to take the initiative when planning activities.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The most effective teaching interests and engages the pupils, such as in a Year 1 English lesson where the pupils identified their feelings about the characters in a film clip. The materials for working in groups engaged the interest and imaginations of the pupils before they reported their ideas back to the class. Teachers retain the pupils' attention during whole-class sessions but unlike in the above example, they do not consistently adopt methods or match tasks to move each individual pupil's learning forward at pace. While brisk questions are used to generate pace in learning, teachers do not always seek detailed responses or engage pupils in focused and purposeful talk. Marking is thorough and the best is linked closely to the steps needed to meet the pupils' targets. However,

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this is not consistently seen and pupils are not always given time to respond to their teachers' comments.

Programmes are adapted to individual and group needs and interests. This includes additional activities for pupils who need support with their literacy and extending experiences for pupils with particular talents. By adopting in Year 1 some of the practices in Reception, learning is made more interesting and basic skills are promoted effectively across subjects. However, this is not influencing programmes of study sufficiently further up the school, although pupils do have the opportunity of designing some of the activities they will pursue. Sports and other partnerships considerably enrich the pupils' lives and themed events such as Circus Week provide memorable experiences for all pupils.

Frequent assessment and regular meetings to discuss the progress of pupils are enabling the school to have a clear understanding of circumstances so that support can be tailored more closely to meet their needs. The expertise of outside agencies assists in developing the skills of staff in meeting the specific needs of pupils such as those with behavioural and emotional difficulties. Carefully planned activities help pupils make a smooth start at whatever stage they arrive, and prepare them well to take the next step in their education.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has developed a clear direction to the school with a sharp focus on improving attainment and promoting equality of opportunity. The school's equal opportunities policy 'actively recognises the strengths, talents and needs of every individual and community'. To fulfil this, the school has pertinent information about the performance of groups of pupils. As a consequence of action taken, there are no patterns to any variation in achievement.

Increased rigour has been introduced into checking the performance of the school and teachers. This gives leaders a clear picture of strengths as a basis for planning action. Monitoring of learning and providing individual support has moved teaching forward, particularly over the last year. Other leaders play an increasingly effective role in supporting the development of their colleagues and teachers have the opportunity to develop their skills through observing each other teach.

The governing body plays an effective role in keeping the school on course to secure improvement, by taking a long-term view of its performance and by asking leaders searching questions. There are robust procedures to ensure the safety and welfare of staff

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and pupils. Frequent and good quality training is provided to ensure that all adults are familiar with procedures and implement them rigorously.

The way pupils of all backgrounds mix happily is an indication of the school's success in ensuring that discrimination of any sort is not tolerated. The school actively promotes greater community cohesion and reaches out to others in the area including local schools through the 'Localities project'. However, an evaluation of the impact of these activities has not been undertaken as a basis for planning the next steps in the school's action. The school has achieved Extended Schools status in recognition of its partnership work. The wide range of support for parents includes ♦ Family Learning Days and opportunities to learn English, to extend their computer skills and to develop parenting skills.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

With skills below those expected for their age on entry and some with limited English, children make good and improving progress in all areas of learning. Attainment by the end of Reception had been below average but has now improved to be in line with national averages and most children last year reached the goals expected for their age. This is as a result of strong links with parents, good systems that help to smooth the children's start, and careful planning of activities which address each child's need.

Adults interact positively with the children and provide plenty of support and encouragement which enables them to settle quickly into the daily routines. They are very confident, articulate and can happily discuss their work with others. Children greatly enjoy each other's company and form positive relationships at work and at play. They behave well and show that they feel safe through the confident way they select and use resources. Adults provide a wide variety of activities both inside and out so that children

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can develop their skills in all areas of learning. Children with limited English develop their skills rapidly because of the sharp focus on providing an environment rich in language, speaking and listening.

The setting and the children's achievement benefit from strong and effective leadership. All adults are good practitioners, highly motivated and have high expectations of the children. The focused drive for improvement is based on frequent evaluation of provision. Through the careful assessment of children and tracking their progress, the team has identified the need to improve writing for boys. More opportunities are being provided to engage and interest them, although it is too early to securely judge their impact.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A small minority of parents and carers responded to the inspection questionnaire. The level of parental satisfaction is above average in response to most questions. The inspection evidence supports the positive views of parents and carers about how their children are kept safe and helped to adopt a healthy lifestyle. The inspection evidence shows that both teaching and the pupils' progress are satisfactory and not good as parents suggest, although both are improving. Inspection evidence does not support the concerns of a small minority of parents about the way the school deals with unacceptable behaviour, whether their views and suggestions are taken into account and the effectiveness of leadership and management. Inspectors investigated these concerns through an examination of documents, discussion with staff and pupils, and through taking account of the large majority of parents' views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ravenor Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 124 completed questionnaires by the end of the on-site inspection. In total, there are 495 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	49	58	47	3	2	0	0
The school keeps my child safe	59	48	59	48	5	4	1	1
My school informs me about my child's progress	42	34	70	56	9	7	0	0
My child is making enough progress at this school	42	34	69	56	7	6	3	2
The teaching is good at this school	47	38	68	55	2	2	3	2
The school helps me to support my child's learning	37	30	76	61	6	5	3	2
The school helps my child to have a healthy lifestyle	37	30	73	59	8	6	2	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	22	71	57	10	8	2	2
The school meets my child's particular needs	30	24	79	64	8	6	1	1
The school deals effectively with unacceptable behaviour	33	27	53	43	24	19	9	7
The school takes account of my suggestions and concerns	23	19	76	61	16	13	3	2
The school is led and managed effectively	32	26	63	51	15	12	7	6
Overall, I am happy with my child's experience at this school	45	36	68	55	4	3	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



3 December 2010

Dear Pupils

Inspection of Ravenor Primary School, Greenford, UB6 9TT

Thank you all very much for your friendliness and help when we visited your school recently, for making us feel welcome and for being so ready to share your thoughts with us. We had a chance to talk to quite a lot of you and we have told your teachers that you were very helpful and polite. Ravenor Primary School gives you a satisfactory and improving education. We agree with you that your teachers take good care of you and try hard to keep you safe. Well done for improving your levels of attendance over the last year.

You make satisfactory progress during your time in school, learning the skills you need for the future. Many, but not all, lessons are taught well and you benefit much from the sporting activities provided. Those of you who find learning more difficult also make satisfactory progress because of the care and support you receive. The youngest children get off to a good start in the Early Years Foundation Stage classes and those of you new to learning English quickly develop a secure command of the language.

Everyone is trying hard to make the school even better. The three things we have asked the teachers and other adults to do are to:

- plan activities that more closely meet your needs, neither too easy nor too difficult, and move your learning forward more rapidly
- make marking more helpful and give you better guidance to reach your individual targets
- plan lessons that link learning between subjects to generate greater interest.

You can play your part in helping the school to get even better by working hard and continuing to show pride in your school.

Yours sincerely

Martin Beale

Lead inspector

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