

Ravensbury Community School

Inspection report

Unique Reference Number	105449
Local Authority	Manchester
Inspection number	355776
Inspection dates	31 January 2011–1 February 2011
Reporting inspector	Yvonne Mills-Clare

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	350
Appropriate authority	The governing body
Chair	Mr Mike Carmody
Headteacher	Mrs Linda Shaw
Date of previous school inspection	21 February 2008
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Introduction

This inspection was carried out by three additional inspectors. They visited 25 lessons and observed 14 teachers. Meetings were held with governors, parent and carer groups, staff and groups of pupils. Inspectors observed the school's work, and looked at pupils' workbooks, assessment information about their progress, records of the school's reviews of its actions for improvement, the current school development plan and updates of progress towards meeting priorities. They also considered questionnaire responses from 78 pupils, 22 members of staff and 90 parents.

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

- Attainment and progress in English and mathematics across the school.
- Whether all groups of pupils are achieving as well as they could.
- How well teaching in the school has impacted on learning for pupils.

Information about the school

Ravensbury Community Primary is larger than schools of a similar type. The proportion of pupils known to be eligible for free school meals and that of pupils with special educational needs and/or disabilities are well above average. The percentage of pupils from minority-ethnic groups, including those who speak English as an additional language, is also much higher than average. Provision in the Early Years Foundation Stage consists of two Nursery and two Reception-aged classes. The proportion of pupils entering and leaving during the school year is higher than normally seen. The school has a number of awards, including the Healthy Schools' national award and Activemark Gold.

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

3

Main findings

Ravensbury Community Primary School provides a satisfactory standard of education. It is an improving school with strengths in the way it cares for its pupils and engages with other agencies, parents and carers to ensure that all pupils' needs, especially the most vulnerable, are well provided for. Warm and caring relationships in the school and a vibrant learning environment, mean that pupils are very happy to come to school. Most pupils attend regularly. Staff accurately assess pupils' individual academic progress and are sensitive to their personal circumstances. Pupils know that they are valued and show this in their respect for adults. Parents and carers are extremely positive about the school and typically say 'My child is always happy to go to school. He often says how much he loves this school.'

Children enter Nursery with skills that are well below those typical for their age. They make good progress in the Early Years Foundation Stage, entering Year 1 with standards that are close to average. Throughout Years 1 to 6 pupils, including those with special educational needs and/or disabilities, make satisfactory progress. Few pupils attain the higher levels in English and mathematics in the Year 2 and Year 6 standard assessments. All pupils are keen and active learners and behaviour in lessons and around the school is satisfactory.

The headteacher, together with her leadership team, has been instrumental in providing teachers with strategies to monitor and evaluate their own and others' teaching. However, the monitoring of the impact this is having on pupils' learning is less well developed and teaching is satisfactory overall. In lessons, relationships are positive and planning for lessons is clear about the knowledge and skills each pupil will acquire. Extension activities often miss opportunities for pupils to apply their learning in more challenging ways. In the best lessons seen, discussions at the end of lessons are used well to assess the learning that has taken place, but this is not consistent across the school.

Pupils have a good understanding of healthy lifestyles and are proud of the good contribution that they make within their own and the local community. Pupils' spiritual, moral and social development is satisfactory overall. The curriculum is enriched well through a wide range of visits and visitors. The headteacher and her deputy have been successful in creating a distributed leadership with self-evaluation and teamwork at its heart. Standards are rising, leaders know what needs doing and how to address this, demonstrating satisfactory capacity to improve and satisfactory value for money.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise attainment and accelerate pupils' learning by:
 - increasing the amount of teaching that is good and outstanding
 - evaluating more rigorously the impact of teaching on the pace of pupils' learning
 - increasing the numbers of pupils attaining the higher levels in English and mathematics
 - creating more opportunities for pupils to apply their skills, particularly their mathematics' skills, in practical, real life situations
 - improving teachers' use of discussions to enable pupils to assess for themselves how well they have done in a lesson.

Outcomes for individuals and groups of pupils

3

In most lessons, pupils enjoy their learning and are active participants. This was evident in a Year 2 lesson when pupils took turns in placing objects in hoops and suggesting their own vocabulary to denote singular and plural sentences. Pupils are acquiring more secure basic skills in numeracy and literacy, but extension activities do not always offer opportunities for pupils to apply those skills to real-life, problem-solving situations, especially in numeracy. Pupils' increasing progress across the school means levels of attainment are improving and pupils in the current Year 2 and Year 6 classes are on course to reach broadly-average standards in national assessments. Few pupils are reaching the higher levels in these assessments. Pupils know their targets and the levels they are working at. Not all pupils, however, are as secure in knowing what they must do to get to the next level. Pupils' behaviour is satisfactory in lessons and around the school. Pupils say they feel safe in school. They have a good awareness of what constitutes a healthy lifestyle. The school serves good, healthy meals and fruit is enjoyed by pupils. Many take part in a range of sports-related activities. Overall, pupils' spiritual, moral, social and cultural development is satisfactory. They are proud of the contribution they make to their own school and the wider community, as litter pickers and monitors and through fund-raising. The junior governors play a prominent part in school life, attend governors' meetings and have a large say in what happens in school, such as the refurbishment of the cloakroom and toilet areas.

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

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	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	3
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?

Relationships between teachers and pupils are respectful and caring, and help to provide a positive climate for learning. Some good teaching was observed. In the good lessons, teachers plan activities that challenge and motivate. They share with pupils what they are expected to learn. Small learning steps to achieve success are often evident. Group targets are meaningful but are not always used well to provide extra challenge for the more-able pupils in their work. Marking is consistent, particularly in literacy and 'tickled pink' and 'green for growth' point the way to improvement. Questioning is searching and develops learning well. However, this is not the case in all year groups and across all classes and the quality of experiences the pupils receive is inconsistent. Because teachers' expectations are sometimes insufficiently high, work given to pupils can fail to provide enough challenge. Calling out by pupils sometimes disrupts the lesson flow. Discussions at the end of lessons do not always give pupils the opportunity to demonstrate their learning to others.

The curriculum satisfactorily supports the development of pupils' numeracy and literacy skills and prepares them for the next stage of learning. This is particularly true in literacy where a school focus has been successful in raising standards. The school is part of the 'Wider Opportunities' music programme and pupils enjoy French and Spanish. Cross-curricular links are developing. A range of after school activities, visits and visitors, enhance the curriculum and are appreciated by the pupils.

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The school provides a very high degree of care and support for its pupils and reaches out to families through the effective work of the parent support advisor. Potentially vulnerable pupils have access to quiet places and caring adults if they are particularly troubled.

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 positive ethos created by leaders and managers promotes pupils' enjoyment of school and their self-esteem. Staff say they feel valued and share the leadership's ambition to drive forward improvement in the quality of provision. A system of distributed leadership, with a focus on staff monitoring and evaluating their own and others' teaching, has raised awareness of practice in the school and raised standards. Less developed has been the monitoring and evaluation of the impact teaching is having on pupils' learning. The headteacher has correctly diagnosed the school's strengths and weaknesses. The school's self-evaluation is satisfactory overall, if at times a little generous. Whilst leaders are proud of the improvements they have made to teaching, they recognise that all lessons need to be good or better to further raise standards and accelerate progress.

The school has appropriate procedures for dealing with discrimination. There is satisfactory promotion of equality of opportunity, with real strengths in the way the school includes all pupils. However, variations in the level of challenge mean there are inconsistencies in the rate of pupils' progress. The school adopts recommended practice in relation to safeguarding procedures and meets legal requirements. Appropriate checks are made on all adults who work in the school and health and safety checks are carried out.

The school promotes community cohesion satisfactorily. It is a caring community with good links in the local community. Plans to promote pupils' understanding beyond the immediate locality are at an early stage of development.

The governing body is becoming increasingly involved. Governors understand the school's strengths and have a satisfactory involvement in shaping its future. The governing body ensures that legal requirements are met.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	3
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

The majority of children start in the Nursery with skills that are well below those typical for their age. They get off to a good start, responding well to the warm and welcoming environment, which constantly changes to reflect children's interests and maximise their learning. Leadership and teamwork are good and adults work well together to ensure children have a safe, stimulating environment with activities that reflect the six areas of learning. The outdoor provision is good, particularly in the Nursery. Exciting and motivating activities and tasks enthuse children. They particularly enjoy 'Nina's Lab' where practical experiments around the senses are 'fun' and the post office where their imagination is able to take flight. Laughter, giggling and skipping pay testament to the joy they have in their school and their learning. Formal and incidental assessments are used well to plan activities to meet all children's needs. As a result children are making good progress across the board and, by the end of Reception, their levels of attainment are close to national expectations, with children working comfortably within the Early Learning Goals. Adults interact well with the children in developing their language skills and provide positive role models. Welfare arrangements are good and relationships with parents are positive. 'Little Learners', where parents are encouraged to engage in their child's learning, and home visits ensure children soon settle into their new environment.

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

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 very large majority of parents who responded to the parents' and carers' questionnaires were positive about the school. Responses were most positive about the school's teaching and about progress information they receive, their child's enjoyment of school and how well the school meets their child's needs. The inspection findings support the majority of these views. However, the inspection findings also indicate that pupils' progress and the quality of teaching could be better. A small minority of parents had concerns about how well the school takes account of their views and how well the school deals with unacceptable behaviour. The inspection team followed up these concerns, but could find no evidence to support them. An individual concern raised by a parent was discussed with the headteacher. A concern of safety to a minority of parents was resolved by the school immediately.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ravensbury Community 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 90 completed questionnaires by the end of the on-site inspection. In total, there are 350 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	54	38	42	2	2	1	1
The school keeps my child safe	42	47	40	44	7	8	1	1
My school informs me about my child's progress	45	50	41	46	4	4	0	0
My child is making enough progress at this school	50	56	34	38	4	4	1	1
The teaching is good at this school	49	54	41	46	0	0	0	0
The school helps me to support my child's learning	45	50	38	42	6	7	1	1
The school helps my child to have a healthy lifestyle	41	46	43	48	5	6	0	0
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)	35	39	46	51	4	4	0	0
The school meets my child's particular needs	40	44	47	52	1	1	1	1
The school deals effectively with unacceptable behaviour	35	39	43	48	8	9	3	3
The school takes account of my suggestions and concerns	32	36	39	43	14	16	1	1
The school is led and managed effectively	45	50	38	42	6	7	1	1
Overall, I am happy with my child's experience at this school	52	58	31	34	4	4	1	1

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 February 2011

Dear Pupils

Inspection of Ravensbury Community School, Manchester, M11 4EG

I am writing on behalf of the inspection team to thank you for making us welcome when we visited your school. We enjoyed our time with you, talking to you and hearing what you had to say. You enjoy coming to school and make the most of it. The school provides you with a satisfactory education. There are many good things about your school. You feel safe and well looked after and say how much you enjoy coming to school. You take plenty of exercise and know all about keeping healthy. The school takes good care of you. It invites your parents and carers in to the school to see how you learn so they can help you at home.

Your school is improving. To help it improve faster, we have asked your teachers to help you to do even better by making sure that you all have good lessons where activities always make you think hard. We know that when you finish your first numeracy task, you then try something more difficult. We have asked your teachers to make your extension a problem or a puzzle, so you have to use what you have learned in different ways to find the answer. We would also like the teachers to ask you questions that really challenge you, so that you can see how well you have done in the lesson. We have asked that senior staff in school check how well your lessons are helping you to learn.

You can help too, by coming to school every day, on time, and listening carefully to your teacher and your classmates.

Thank you once again for your help. Best wishes for your future success.

Yours sincerely

Mrs Yvonne Mills-Clare

Lead inspector

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