

The Revel CofE (Aided) Primary School

Inspection report

Unique Reference Number	130878
Local Authority	Warwickshire
Inspection number	381274
Inspection dates	12–13 October 2011
Reporting inspector	Michael Bartleman

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	293
Appropriate authority	The governing body
Chair	Patricia Barnett
Headteacher	Jill McDonald
Date of previous school inspection	5 May 2009
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 23 lessons, observing 11 teachers. They held meetings with members of the governing body, staff and groups of pupils. They scrutinised a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan. Inspectors analysed 101 questionnaires completed by parents and carers, as well as those completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively does provision in the Early Years Foundation Stage promote good learning and development?
- How well does the quality of teaching and the use of assessment information support and challenge all groups of pupils?
- Are all pupils making sustained progress?
- How effectively are all leaders, including the governing body, driving improvements in teaching and learning and pupils' outcomes?

Information about the school

This school is larger than average. Almost all of the pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is below average., as is the proportion of pupils known to be eligible for free school meals. The school is on two sites; one in the village of Monks Kirby and one in Brinklow. Classes have been reorganised so that the Brinklow annexe is now exclusively for the two Reception Year classes that make up the Early Years Foundation Stage provision. The governing body also manage a before- and after-school club called Revellers Kids Club.

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?

2

The school's capacity for sustained improvement

2

Main findings

The Revel is a good school. The children get off to an exceptional start in the outstanding Reception classes. In Years 1 to 6, good teaching overall and a well-focused curriculum ensure that pupils make the most of this accelerated start to their learning, so that attainment throughout the school is high. All groups of pupils, such as girls and boys, and those with special educational needs and/or disabilities, make good progress and achieve well. Progress in the past has not been as swift in mathematics as in English because of a lack of challenge in some classes.

Improvements in provision and initiatives employed by the school have successfully accelerated children's progress in the Early Years Foundation Stage, at Key Stage 1 and in writing. However, there are fewer opportunities to use numeracy skills across the curriculum than there are for literacy.

The majority of parents and carers are pleased with the education provided for their children and comment that, 'The school is friendly and welcoming and our children are happy and settled.' They are particularly positive about the Brinklow Reception annexe. The school promotes good community cohesion locally and internationally through many neighbourhood events and links overseas. Trusting relationships between pupils and adults reflect the good care, guidance and support provided. As a consequence, pupils feel safe and develop personal skills well, including good spiritual, moral, social and cultural awareness.

Behaviour throughout the school is good and well managed by 'Good to be Green' which encourages pupils to regulate their own behaviour. Attendance is high. Pupils have a well-developed understanding of how to stay healthy and are happy to take on responsibilities within their school community. Pupils particularly enjoy the wide range of after-school activities and clubs, including the choir, instrument tuition and sports coaching. Arrangements for the safeguarding of pupils are robust.

The large majority of teaching seen during the inspection was good or better. In some lessons that were satisfactory, activities were not tailored to individuals' learning needs and not enough use was made of assessment. In the good lessons seen, activities were sharply focused on the pupils' next steps in learning and proceeded with pace. Pupils typically learn well, focusing on the given tasks and enjoying their activities. Marking is detailed but does not always identify what pupils need to do next to improve their work. The well-planned and developing curriculum provides rich learning experiences for pupils which are greatly enhanced by a range of visits, visitors and partnerships with local schools, churches and organisations.

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Staff make sure that all pupils are equally valued and they work hard to promote the learning of boys to help them do as well as the girls. The most-able pupils do particularly well and attain high standards by the time they leave.

The headteacher provides a very clear sense of purpose and direction, linked to school improvement. She has focused on developing a senior leadership team who are fully involved in monitoring and driving improvements. Effective assessment and tracking systems have been introduced. The governing body and leaders have a clear understanding of the school's strengths and the priorities to be addressed to maintain recent improvements. Based on these good aspects and its good track record of improvement, rising standards and strong leadership, the school has good capacity for sustained further improvement.

What does the school need to do to improve further?

- By July 2012, ensure that all teaching is consistently good or better by:
 - using assessment information to plan tasks which are appropriate and challenging for all groups
 - ensuring that all marking pinpoints pupils' mistakes, guides them towards improvement and encourages them to take action to address their mistakes.

- Raise rates of progress in mathematics to the levels reached in reading and writing by:
 - providing meaningful opportunities for pupils to use their mathematical skills in other areas of the curriculum.

Outcomes for individuals and groups of pupils

2

Pupils greatly enjoy school and are enthusiastic about all aspects of their learning. When children start school, their knowledge and skills are at the levels expected for their age. Attainment is high throughout the school. By Year 6, a significantly above average proportion of pupils are reaching the higher Level 5 in English. In previous years, progress has varied a little across the school but it is now consistently good as seen during the inspection in the pupils' books and in the large majority of lessons observed. In a typical Year 5 mathematics lesson, the pupils' knowledge of median and mode was challenged well as a result of the teacher's questioning. The well-planned lesson proceeded at a rapid pace, challenged all pupils and ensured good development of independent skills. Pupils with special educational needs and/or disabilities make good progress due to a range of highly tailored and well-managed support programmes which are well delivered by teaching assistants. Staff have strived to push up attainment of boys by involving them in real-life contexts for learning in English and this is paying off. The successful focus on writing has had a

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noticeable effect on pupils’ progress, and this is now rightly being extended so that similar techniques can be introduced in mathematics.

School council members feel valued and listened to, and have an active role in developing areas of the school, for example the ‘scarecrow garden’ and the conservation area. They take part in many fundraising events for a range of charities and causes and this helps them develop an understanding of people who are less fortunate than they are. Pupils reflect on their feelings, have a developing understanding of other cultures and are gaining an appreciation of the wider world through their links with a school in Honduras. The pupils’ basic skills are outstanding but occasionally opportunities are missed to develop their information and communication technology skills. However, with their good personal qualities they are prepared well for their next school and later life.

Pupils are curious about the world around them and enjoy new experiences which broaden their understanding, including visits to places of worship, theatres and topics such as ‘Intrepid Explorers’ and ‘Robin Hood’. Pupils say they feel safe and know to whom they should go if they are worried about anything. They enjoy contributing to the school community and take their responsibilities seriously, for example as buddies to help with transfer between classes or the two school sites. Pupils show clearly in lessons how much they appreciate the arts and music, and are mature in the way in which they relate to, and communicate with, other pupils and with adults, including visitors to the school.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils’ attainment ¹	1
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils’ behaviour	2
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	2
Taking into account:	
Pupils’ attendance ¹	1
The extent of pupils’ spiritual, moral, social and cultural development	2

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

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How effective is the provision?

Good teaching was observed across the school, with exemplary practice in the Early Years Foundation Stage. Most teachers use resources effectively to engage all pupils in learning. They display strong subject knowledge and use questioning well to enthuse and interest pupils. However, in the few lessons which were judged satisfactory, activities are not always well matched to pupils’ next steps in learning or sufficiently structured to enable learning to proceed at pace. Good classroom management skills ensure that pupils work well together and there are no marked differences in the responses of boys or girls. In the better lessons, effective use of success criteria and learning objectives allow pupils to assess their own work and the increasing use of the ‘learning ladders’ enable pupils to know their next steps. The support provided by teaching assistants is generally well focused and makes a significant contribution to the quality of learning, especially for individual pupils with additional learning needs.

The curriculum is enriched with a good range of visits and visitors and extra-curricular activities. Increasing use is made of cross-curricular topics which include much active learning and motivate pupils well. Pupils particularly enjoy the programme of residential visits for Year 4 and above, including a week’s stay in France. Collaboration with other schools further enriches the pupils’ learning and develops sports skills and competition. The school’s good arrangements for the care of all pupils contribute to their good development and well-being and support their learning very well. Sensitively planned religious experiences enable all pupils to develop valuable insights into each other’s beliefs and traditions. The before- and after-school club offers a good range of activities, is well managed and greatly appreciated by parents. Transition arrangements ensure pupils are well prepared to move easily into and out of school and between classes.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has successfully communicated her high expectations about continuing to improve provision. She has identified and tackled areas requiring improvement with rigour, while building effectively on the school’s existing successes. She has developed a strong team of senior leaders who are driving the school’s improvement further. Initiatives to accelerate progress are well planned and

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supported by professional development for all staff, and enable pupils to be more involved in their learning.

The school promotes equality of opportunity in all its work while ensuring that any discrimination is quickly tackled. Pupils’ progress is tracked closely, with particular attention to the performance of different groups. All groups achieve equally well, despite less challenge in some satisfactory lessons, and they all have opportunities to take part in a wide range of enrichment activities. As a result, The Revel Primary is a highly inclusive school and pupils are able to take full advantage of all it has to offer.

The governing body’s effectiveness is good and has developed well since the last inspection. Its members have a good level of involvement in the school and contribute to important strategic decisions. They carry out a range of monitoring visits but still wish to have a greater impact. The school gives a high priority to training for safeguarding and child protection, and its policies and practices exceed statutory requirements. Leaders pay very close attention to checking the suitability of adults to work with children, and record keeping is meticulous. The governing body ensures that good provision for safeguarding is underpinned by full risk assessments, good site security and that good levels of training are undertaken, including for first aid.

Despite the difficulties caused by the wide catchment areas, the large majority of parents and carers appreciate the school’s improving communication and partnership with them. The school provides many opportunities for them to be kept informed of their children’s progress although some parents and carers would like more. The school’s provision for promoting community cohesion is good, with effective plans constructed that help the school to engage with a range of community groups beyond the school and the immediate community. The pupils’ heightened awareness of the plight of other people around the world through their charity fundraising work is one of many examples of the impact of the school’s approach in this area.

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	2

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The effectiveness with which the school deploys resources to achieve value for money

2

Early Years Foundation Stage

The Early Years Foundation Stage is an oasis of exemplary practice and provision. The vast majority of children make excellent progress and their attainment is significantly above average in all areas of learning. Children consider their own and others’ safety very carefully when negotiating the well planned space outside and when using ‘the bank’ for scientific studies. The children’s involvement in curriculum planning and self-assessment and in the daily evaluation of learning gives them a particularly secure knowledge and understanding of what they are learning and why. Subsequent notes written by the children themselves as well as by adults inform the next day’s learning and the adults’ roles as play partners.

The quality of teaching is excellent. Planning is extremely thorough, involves the children’s ideas and responds to their interests exceptionally well. As a result, the children greatly enjoy learning and are inquisitive and enthusiastic learners. They persevere when solving problems, such as how to pick up leaves on the tractors and move them around the area without losing any. The outdoor environment has been very well organised to stimulate and extend learning. Literacy and numeracy skills are taught particularly well.

Outstanding leadership and management ensure that the safety and welfare of children are paramount and that a culture of reflective practice pervades the whole setting. Children’s learning is at the forefront of all planning. Personal contact with parents and carers is maintained on a daily basis, and this enables any emerging issues or concerns to be dealt with efficiently. Consequently, parents and carers express a high degree of satisfaction with the quality of care and education provided. Meetings with local pre-school settings ensure support for children with special educational needs and/or disabilities is in place the minute the children start school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Most parents and carers say that their children enjoy school, teaching is good, the school is led and managed effectively and that they are, overall, happy with their children's experience. Many written comments support these positive views. A

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minority of parents and carers feel that their children are not making enough progress at school, are not informed about their child's progress and that the school did not deal effectively with inappropriate behaviour. A few of these included a written comment to support this view. Inspectors found that, generally, pupils make good progress and behaviour around the school is good. Inspectors found that pupils show a good level of enjoyment and that teaching, leadership and management are all good.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Revel CofE (Aided) 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 101 completed questionnaires by the end of the on-site inspection. In total, there are 293 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	49	48	47	2	2	1	1
The school keeps my child safe	49	48	40	39	12	12	0	0
The school informs me about my child’s progress	30	29	53	51	9	9	0	0
My child is making enough progress at this school	26	25	54	52	11	11	0	0
The teaching is good at this school	38	37	54	52	3	3	0	0
The school helps me to support my child’s learning	34	33	55	53	8	8	1	1
The school helps my child to have a healthy lifestyle	34	33	59	57	6	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)	34	33	52	50	4	4	0	0
The school meets my child’s particular needs	34	33	55	53	7	7%	1	1
The school deals effectively with unacceptable behaviour	24	23	52	50	10	10	1	1
The school takes account of my suggestions and concerns	19	18	56	54	10	10	3	3
The school is led and managed effectively	32	31	53	51	7	7	1	1
Overall, I am happy with my child’s experience at this school	43	42	49	48	2	2	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.



14 October 2011

Dear Pupils

Inspection of The Revel CofE (Aided) Primary School, Rugby, CV23 0RA

Thank you for making us feel welcome at your school. We have judged that yours is a good school. Through talking to you, we know that there are many things that you like about your school.

Here are some of the best things that we found in your school.

- You make good progress in lessons thanks to good teaching.
- You reach high standards in English and mathematics by Year 6.
- You enjoy school and your behaviour is good.
- You show respect for each other and help each other around school.
- You like the choir, residential visits and the wide range of activities and interesting lessons.
- You have a good understanding of what makes you healthy.
- You benefit from an outstanding Early Years Foundation Stage.

To make things even better for you, we have asked the headteacher and staff to make sure that:

- all teaching is good or better
- your progress in mathematics is the same as reading and writing.

All of you can play an important part in helping the school to improve by continuing to work hard in all lessons.

Yours sincerely

Michael Bartleman
Lead inspector

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