

Ravensthorpe Primary School

Inspection report

Unique reference number	110761
Local authority	Peterborough
Inspection number	393455
Inspection dates	19–20 June 2012
Lead inspector	Nada Trikić HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	193
Appropriate authority	The governing body
Chair	Mairwen Peasnell
Headteacher	Martin Fry
Date of previous school inspection	5 October 2010
School address	Brigstock Court Peterborough PE3 7NB
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Age group	4–11
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Introduction

Inspection team

Nada Trikić

Her Majesty's Inspector

Fatiha Maitland

Additional Inspector

This inspection was carried out with one day's notice. The inspectors observed teaching in 15 lessons taught by eight teachers, including five joint observations with the headteacher. In addition, the inspection team observed two assemblies and made short visits to a sensory circuit session and reading recovery to observe specialist provision. Meetings were held with two groups of pupils, a representative of the governing body, school staff and the School Improvement Adviser from the local authority. The inspectors took account of the responses to the online Parent View survey in planning the inspection, observed the school's work and looked at pupils' work, assessment data and analysis, improvement plans, monitoring records, minutes of the governing body meetings, and recent survey finding from pupils, parents and carers. Ofsted questionnaires are not normally distributed for monitoring inspections.

Information about the school

Ravensthorpe is a smaller than average primary school. Around 60% of the pupils are White British. The rest of the school population is made up of a wide range of cultural backgrounds; pupils speak 17 additional languages, including Polish, Latvian, Lithuanian, and Russian. The proportion of pupils who speak English as an additional language is well-above average. In the last year, 14 pupils joined the school at an early stage in learning English. The proportion of disabled pupils and those with special educational needs supported at school action plus or with a statement of special educational needs is average. The proportion of pupils known to be eligible for free school meals is above average. The number of pupils who join and leave the school during the school year is much higher than average; most of these pupils speak English as an additional language. The school has achieved a number of national awards including Healthy School status and Activemark. The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress by the end of Key Stage 2.

At the previous inspection in October 2010, the school was placed in special measures because of weaknesses in pupils' achievement, the curriculum, and in the school's leadership and management. Since the last inspection, there have been significant leadership changes. A new headteacher was appointed in September 2011.

The school shares a site with a children's centre and a private day nursery. Both are managed separately and did not form part of this inspection.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school no longer requires special measures. This is a satisfactory and improving school because assessment is used effectively to identify pupils who are not making enough progress. Consequently, pupils' achievement is accelerating. A strength has been the introduction of a creative, theme-based curriculum to improve levels of pupils' interaction and participation. The school is not yet good because there remains unevenness in teaching quality and rates of progress across classes and groups of pupils. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils' achievement is satisfactory. Children in the Early Years Foundation Stage make good progress. The dip in Key Stage 1 results in 2011 has been reversed. Pupils in Year 6 are making satisfactory progress to attain broadly average standards in English and mathematics.
- Teaching is satisfactory. There is an increasing proportion of good teaching that meets the language and learning needs of pupils. Teaching is less effective when assessment is not used effectively to check pupils' learning to adjust plans to meet their individual needs.
- Behaviour is good. Pupils from different cultural backgrounds, abilities and needs play and learn well together. Staff have created an ethos where differences are explored, valued and celebrated to promote respect and understanding.
- Leaders and managers have an accurate view of the school's strengths and weaknesses through robust data analysis to target areas for improvement. Monitoring information is used increasingly to raise expectations of pupils and staff and to identify training needs for individual teachers. The governing body supports and challenges senior leaders well.

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What does the school need to do to improve further?

- Raise achievement and eliminate the inconsistencies in the rates of progress made by different classes and groups of pupils, particularly the boys, by:
 - refining teachers' use of assessment information to plan and teach to meet the diverse needs of pupils
 - increasing opportunities for all pupils to extend their vocabulary and develop their speaking and listening skills
 - checking on learning during lessons regularly to review progress, reinforce expectations and adjust tasks as necessary
 - placing a sharper focus on the progression of different groups of pupils during lesson observations
 - strengthening the monitoring of attainment in reading, writing, and mathematics across the school to refine and sharpen curriculum planning.

- Improve teaching to good by summer 2013 by:
 - ensuring greater consistency in planning lessons that provide tasks that are matched well to pupils' language and learning needs
 - providing pupils with more opportunities to work independently on a range of open-ended activities which develop independence, confidence, reading and writing skills
 - using lesson observation findings to provide specific training for teachers and the sharing good practice.

Main report

Achievement of pupils

Pupils enjoy lessons when challenged by a variety of activities that capture their imagination. From starting points that are below age-related expectations, children make good progress in the Early Years Foundation Stage and start Year 1 with attainment that is broadly in line with the national expectation.

In 2011, attainment rose to the national average in Key Stage 2, although boys performed significantly less well in reading and writing. Pupils known to be eligible for free school meals exceeded national results in English; pupils for whom English was an additional language did less well. The proportion of pupils making the expected two levels of progress from Key Stage 1 reached national levels. In contrast, attainment dipped to below average in reading and writing, particularly for boys in Key Stage 1. Provision was not sufficiently developed to meet pupils' language and learning needs.

Increased rigour in the analysis of progress data, a sharper focus on pupils' specific learning needs, and improved teaching have led to notable successes this year. In

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Key Stage 2, attainment is rising in reading, writing, and mathematics; pupils are making satisfactory progress. Leaders recognise that, although gaps in attainment are closing, the legacy of weaker teaching, assessment, and monitoring means that pockets of underachievement remain.

Actions taken this year have strengthened the focus on the teaching of phonics (letters and the sounds they make) by increasing the expertise of teachers and teaching assistants. Leaders have raised the profile of reading through new resources, particularly to motivate boys. New class readers in Key Stage 2 encourage a shared approach to reading. Closer monitoring of reading and the introduction of 'reading champions' promote wider reading. As a result, attainment in reading at the end of Key Stage 1 and 2 is broadly average. A school survey of parent and carer views of children's progress indicates a high level of satisfaction.

The progress of disabled pupils and those with special educational needs is satisfactory from their starting points. Needs are carefully assessed; plans specify how short-term targets are to be met. Regular access to sensory circuit sessions improves pupils' coordination, concentration, and confidence. Pupils make good progress in carefully targeted sessions to improve specific skills such as reading. Pupils who speak English as an additional language, including new arrivals, make expected progress because teachers make better use of visual resources, displays and information and communication technology (ICT). Well-trained teaching assistants with knowledge of pupils' home language provide specialist input to improve phonic knowledge and language skills.

Quality of teaching

Senior leaders have clear evidence that teaching is improving, but it is not yet consistent across the school. Pupils, parents and carers are positive about teaching in the school and the provision available to meet specific needs. In the Early Years Foundation Stage, good teaching gets children off to a successful start. A range of stimulating activities engages children's imagination. Children from different backgrounds learn and play in harmony. Work is matched skilfully to individual needs and activities help children to develop in all areas of learning. Children were engrossed observing young chicks, prompting talk about the life cycle of a chicken. The proportion of consistently good teaching in Years 1 to 6 is not yet high enough to sustain good progress.

Lessons are characterised by good relationships between staff and pupils. Teachers and teaching assistants are good role models and contribute positively to pupils' behaviour and their social, moral, spiritual, and cultural development. Social and moral development is promoted well through well-structured paired and group work. All teachers use a range of tasks, including role play, problem solving, ICT, and research work, to engage pupils. That is particularly effective when the teacher uses knowledge of pupils' prior attainment and skills to plan tasks with an appropriate level of challenge. That was the case in a Year 6 lesson; pupils worked productively in groups to tackle investigations in mathematics. High expectations, combined with

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effective monitoring of learning, ensured an appropriate balance of support and challenge.

Teaching is less effective when teachers do not review progress often enough to identify barriers to pupils' learning. Short-term targets are not used consistently well for pupils to identify the next steps in learning. At times, pupils flounder when they do not have the skills or vocabulary necessary to complete a task. Not enough opportunities are planned to enrich and extend pupils' vocabulary and develop their speaking and listening skills.

Teaching assistants make a good contribution to pupils' progress. Joint planning with teachers enables them to use their skills effectively. Teaching assistants, frequently, work with different groups of pupils, including disabled pupils and those with special educational needs, and ask questions to develop their understanding and encourage them to contribute to lessons. High-quality training has led to successful intervention programmes, such as one-to-one tuition and reading recovery.

Behaviour and safety of pupils

A high priority is set through assemblies to promote a culture of respect, tolerance and understanding. As a result, pupils feel that the school provides a safe and caring environment. Excellent use is made of the school's ethnic diversity. The 'language of the month' initiative enables pupils to appreciate the languages spoken; pupils produce displays and enjoy greeting staff and pupils in their home language and sharing aspects of their culture. Enthusiastic 'Language Ambassadors' welcome new arrivals and their families and ensure that very quickly pupils learn about the high expectations for behaviour.

Pupils are friendly, courteous and welcoming. They enjoy school and this is reflected in now above-average levels of attendance for all groups of pupils. Pupils say that behaviour is good. The zero tolerance approach to bullying is successful. Pupils are confident that any incidents that do arise will be resolved sensitively, but firmly. Recent staff training on different types of families and an awareness of homophobic language shows a firm commitment to diversity. Leaders recognise that the next step is for more opportunities for pupils to learn about all types of bullying that occur in the wider world. The behaviour policy has a strong emphasis on rewards linked to the house system, which instils a strong sense of teamwork and belonging. School council members have considered the concept of equality. A 'Care for Equality' code is displayed around the school to reinforce the actions needed, such as 'respect all faiths and religions'.

Pupils respond positively to a wider range of curriculum topics that encourages the application of skills across subjects. Pupils enjoy exploring Olympic values and the relevance to their own lives. New activities enrich pupils' experiences; all Year 3 pupils learn to play the flute. They are proud of their achievements and relish the opportunity to share their talents in assembly.

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A recent survey representing 42% of parents and carers is highly complementary about standards of behaviour. It confirms that the children are happy, with 99% of returns indicating that their children are safe in school.

Leadership and management

The headteacher has successfully established a strong team spirit and shared vision for the future. Expectations have been raised for staff and, together, they have created a stimulating, inclusive and exciting place for pupils to learn. The advancement of equality is central to the headteacher's passion and drive for improvement. Successful recruitment, skilful management of teachers' performance, and targeted professional development have led to renewed confidence. That is evident in feedback from parents and carers, who welcome recent changes and the approachability and friendliness of staff. Those features, alongside improved attainment and progress, demonstrate the school's capacity for sustained progress.

Senior leaders are knowledgeable about the complexity and diversity of the school's intake. The progress of individual pupils and the impact of interventions are now tracked closely to identify at an early stage potential underachievement. Appropriate equality objectives have been set in accordance with the requirements of the Equality Act 2010. The headteacher has an accurate view of teaching quality and areas requiring improvement. That has led to partnerships with local schools to share and develop practice and effective use of local authority support. The governing body has the knowledge and skills necessary to provide a good level of challenge and support. A programme of visits supports first-hand evidence gathering, for example, discussions with pupils for whom English is an additional language, supported by Language Ambassadors, are used to identify ways to improve provision further. Safeguarding arrangements meet requirements.

The monitoring of teaching and learning in literacy and mathematics is comprehensive. Information gathered from lesson observation, book reviews, assessment, the learning environment, and discussions with pupils is used effectively. That is evident in improvements in pupils' handwriting and presentation and displays to support pupils' learning. It is too soon to evaluate the full impact of the approach on reducing variation in teaching quality and on the learning and progress of groups of pupils over time.

The curriculum is satisfactory and improving to meet the needs of pupils better. Improvements have had a positive impact on pupils' enjoyment. Year 4 pupils talk enthusiastically about the chance to experience 'life in the Victorian period'. Creativity is promoted well through the arts. Pupils enjoy an extended range of extra-curricular opportunities. The 'eco club' is particularly successful; pupils develop the school grounds, while learning about sustainability and recycling. Curriculum plans to secure progression in all areas of learning are developing. The values of the school make an excellent contribution to the pupils' good spiritual, moral, social, and cultural development. The school develops attitudes of tolerance and openness to ideas very effectively and greater awareness of the cultural and ethnic mix in modern Britain.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



21 June 2012

Dear Pupils

Inspection of Ravensthorpe Primary School, Peterborough, PE3 7NB

Thank you for being so friendly and helpful during my visits to your school. I have enjoyed watching you at work and talking to you about your time in school. I have been very pleased to see how you work and play together and support each other. You told me you enjoy coming to school. Your attendance is now above average. You said that behaviour is good and I agree. You are interested in learning about different cultures and the different languages spoken in the school. The Language Ambassadors do a good job welcoming new pupils to the school.

I am delighted to report that Ravensthorpe Primary School is now a satisfactory school and no longer needs special measures. The school has been improving because topic work is helping to make lessons more interesting. There is still variation in the progress you make in different classes. The school's leaders are looking closely at your progress in reading, writing, and mathematics and how teachers are helping you to improve. Teachers and teaching assistants are now checking your progress more carefully.

You told me that you are pleased with the changes made by the headteacher. The new house system is very popular and I could see that you enjoy collecting house points. Your parents and carers, also, agree that the school is improving. Everyone is now working more closely together.

Your headteacher and all the staff want the school to be even better, so I have asked them to do the following things:

- improve your progress and make sure that no one gets left behind

- make sure that all teaching is good across the school.

You can all help to improve the school too by continuing to work hard and sharing with your school council ideas for making things even better.

Yours sincerely

Nada Trikić
Her Majesty's Inspector

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