

Ravenhurst Primary School

Ravenhurst Road, Leicester, LE3 2PS

Inspection dates

31 October–1 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. Children enter the Early Years Foundation Stage with skills below those typical for their age. They make good progress throughout the school, and attainment at the end of Year 6 is above average.
- High-quality help and guidance for pupils who need extra support make sure they do particularly well.
- Teaching is usually good. Occasionally it is outstanding.
- Pupils behave well and have very positive attitudes to their learning. Teachers are very good at managing pupils' behaviour.
- Pupils feel safe and well cared for. Attendance has risen and is now above average.
- Pupils' spiritual, moral, social and cultural awareness is good because they take part in many activities that develop their fascination and interest in the world around them.
- The headteacher provides outstanding leadership with good support from other leaders and the governing body. Leaders carefully check on every aspect of the school's work and have successfully improved the quality of teaching and pupils' achievement.

It is not yet an outstanding school because

- Pupils do not achieve as well in mathematics as they do in English.
- Some of the more-able pupils do not reach the level of which they are capable in English and mathematics.
- Not enough teaching is outstanding, and a very small amount still requires improvement.

Information about this inspection

- Inspectors listened to pupils reading. They observed 25 lessons. Ten of these lessons were observed jointly with the headteacher.
- Meetings and discussions were held with staff, pupils and the Chair and Vice-Chair of the Governing Body.
- The inspectors looked at the school's plans for improvement, information about how well pupils are learning, lesson plans, work in pupils' books, the school's systems for checking how well it is performing, school policies and records of the governing body's work.
- There were 35 responses to Ofsted's online questionnaire, Parent View, at the time of the inspection. These views were taken into account by inspectors, along with responses to the school's own parent survey and the responses to the Ofsted staff survey.

Inspection team

Joanne Harvey, Lead inspector

Her Majesty's Inspector

Christine Harvey

Additional Inspector

Alan Brewerton

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Approximately one fifth of the pupils are known to be eligible for extra government funding (pupil premium) which is slightly less than in most schools.
- The proportions of pupils from minority ethnic heritages and of those learning to speak English as an additional language are above average. There are 19 different languages spoken in school.
- The proportion of pupils with minor learning difficulties (school action) is above average. The proportion of pupils with more complex learning needs (school action plus) or a statement of special educational needs is also above average. The needs of these pupils are mainly related to moderate learning difficulties, behaviour, emotional and social difficulties and speech, language and communication difficulties.
- The number of pupils on the school roll has risen significantly in the last two years. This has been largely due to the closure of another local school.
- The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress.
- The headteacher has the designated Department for Education National College Local Leader of Education (LLE) status. She provides mentoring and coaching support to other headteachers.

What does the school need to do to improve further?

- Deepen pupils' mathematical understanding and raise attainment in mathematics by:
 - providing more practical resources and hands-on experiences, particularly for the younger pupils
 - providing more opportunities for pupils to investigate mathematical problems and explain how they solve them
 - ensuring that written and spoken feedback to pupils explains clearly how they can improve their work in mathematics.
- Increase the proportion of pupils who attain higher than the expected levels for their age in all subjects by:
 - ensuring that in all lessons teachers give work to the more-able pupils that is suitably demanding
 - ensuring that in class discussions, teachers ask the more-able pupils complex questions that deepen their understanding and extend their learning
 - providing more opportunities for the more-able pupils to apply and extend their writing and mathematical skills in other subjects.
- Make sure that all teaching is consistently at least good, and more is outstanding, by ensuring that in all lessons:
 - teachers regularly check pupils' understanding, correct any misunderstandings and change their plans on the spot if necessary.

Inspection judgements

The achievement of pupils

is good

- Children make a good start in the Early Years Foundation Stage, which is an improvement since the last inspection. They now reach the levels of skills normally expected for their age by the time they enter Year 1. Their social and emotional skills are developed particularly well.
- A slight decline in pupils' attainment at the end of Key Stage 1 has been tackled. Progress is now quicker in reading, writing and mathematics in Years 1 and 2 and pupils are once again on track to achieve the levels expected for their age.
- Pupils' progress in reading and writing has quickened in Key Stage 1 because teaching in these subjects has improved. In the Early Years Foundation Stage and throughout Years 1 and 2, pupils are taught the sounds that letters make (phonics) systematically and well. Pupils quickly become keen readers and love to write because they rapidly develop the skills they need to be successful.
- Pupils' progress is good in Key Stage 2, and in Years 5 and 6 some pupils make outstanding progress. Pupils' attainment in reading and writing is above average because the teaching of these subjects is strong. Pupils read widely. They often excel in reading competitions and are used to having their poetry published.
- Pupils' attainment in mathematics at the end of Key Stage 2 is above average but it varies from year to year and between the different year groups. This is because the teaching of mathematics is not always as strong as it is in English. Therefore the progress that pupils make in mathematics fluctuates and is sometimes slower than in English.
- Pupils who are known to be eligible for pupil premium funding make particularly good progress. The governing body checks carefully that this funding is used effectively to provide extra staff, and the necessary training and resources for them to provide extra help and enrichment activities, so that these pupils achieve at least as well as all other groups.
- Disabled pupils and those who have special educational needs, including minor and more complex learning difficulties, and those learning to speak English as an additional language all make very good progress. This is because well-trained staff are always on hand to help with their learning in lessons, and individually and in small groups outside lessons.

The quality of teaching

is good

- Most teaching is good. Some is outstanding and a very small minority requires improvement. Staff treat pupils with respect and courtesy so relationships are excellent and pupils are positive about learning; pupils are well motivated and always work hard.
- Teachers plan lessons based on accurate checks on pupils' progress so that in lessons pupils are usually working and thinking hard. In lessons where pupils make the most progress teachers regularly check that every pupil is learning well. If not, the teachers quickly take further action and change their plans if necessary. In the very few lessons that require improvement this does not happen.
- In the best lessons teachers are skilled in stretching the most-able pupils. They ask demanding

questions in class discussions to deepen pupils' understanding. They give pupils difficult tasks and provide many opportunities for pupils to use and extend their English and mathematical skills. Where teaching requires improvement this is not always the case.

- Teachers plan stimulating activities that develop pupils' speaking, listening, reading and writing skills well. Pupils contribute to discussions about their work with confidence. They are usually clear about how to improve their work because teachers' written and spoken feedback is often excellent in the teaching of literacy.
- Teachers are less skilled in teaching mathematics than English. They do not provide younger pupils with enough opportunities to use practical equipment to help them to deepen their understanding in mathematics. They do not give pupils enough chances to solve mathematical problems or to explain what they have done. Written and spoken feedback to pupils about their work in mathematics is not as good as in English.
- Skilled adults support disabled pupils and those who have special educational needs very effectively in lessons and smaller groups. Pupils who are learning to speak English as an additional language often receive high-quality specialist support so that they overcome their language barriers to learning and, as a result, make rapid progress.

The behaviour and safety of pupils are good

- Pupils behave well. Nearly all of the pupils and parents and carers who spoke to the inspectors believe that behaviour is good. Pupils are highly motivated by the range of awards they win for good behaviour. They are clear about the sanctions which they say are imposed fairly if they do not behave well. Incidents of poor behaviour are extremely rare.
- The school is very caring. Staff are excellent role models for pupils and promote respectful relationships. Pupils are friendly and polite. Pupils from all backgrounds get on well together. Their ability to work together well in lessons makes a good contribution to their learning, and helps to ensure that all pupils have an equal opportunity to do well in their academic and personal development. There is no hint of discrimination.
- Pupils who find school life difficult are given individual and group support so that they can learn to understand and control their emotions and join in with lessons and activities. This helps them to learn well.
- Pupils say that they feel safe. Responses from parents and carers confirm that they agree. Pupils are taught to keep themselves safe through a range of initiatives. An anti-bullying drama company visited during the inspection and promoted anti-bullying well. Work in the forest classroom teaches pupils how to assess risks. Pupils say racist language and cyber-bullying are not tolerated.
- Pupils' attendance has improved. It is now above average and fewer pupils are persistently absent. This is because of the school's rapid response to any pupils who are absent, rewards offered for regular attendance and punctuality, and the support for children and their families from the newly appointed family support worker.

The leadership and management are good

- The headteacher provides strong leadership and has high expectations of staff and pupils. Teamwork of the staff is a strength of the school. All leaders play their full part in managing

teachers' performance. Training is of good quality. As a result, almost all of the teaching is good and the proportion that is outstanding has grown.

- Leaders are clear about their responsibilities and carry them out well. All leaders check all aspects of the school's work in their areas of responsibility, and they are held firmly to account by the headteacher and the governing body for how well they carry out their work to improve the school.
- Leaders make thorough and regular checks on the progress of all pupils and have an accurate view of the school's strengths and weaknesses. Plans for improvement are detailed and focus well on the things that will bring about the most improvement to pupils' achievement.
- The leadership and management of disabled pupils and those who have special educational needs are good. The highly effective arrangements for providing these pupils with extra help and extremely careful checking on their progress have raised their achievement rapidly.
- The Early Years Foundation Stage was identified as requiring improvement at the last inspection. Stronger leadership has made sure that the quality of teaching has greatly improved so that children make good progress.
- Pupils' spiritual, moral, social and cultural development is promoted well through the creative art lessons, residential visits, pupils growing their own vegetables, visiting places of worship and celebrating the diverse cultures within school.
- Because of the strength of the school's leadership, the local authority has rightly provided only 'light touch' support. The headteacher is a designated Local Leader of Education and with other members of the school leadership team supports the leaders in other local schools with their school improvement work.
- **The governance of the school:**
 - This is effective, and the governing body fulfils its duties well. It receives good quality information from school leaders, and regular training from the local authority. Its members regularly visit school to collect and analyse pupils' progress information first-hand, and compare their performance with similar schools nationally. This allows them to be thorough and demanding in setting and checking the headteacher's management objectives and in holding other school leaders to account for their work. The governing body makes important financial decisions, including how pupil premium funding is spent, and takes account of teachers' performance when deciding on their salary. It also makes sure that safeguarding arrangements meet requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120098
Local authority	Leicestershire
Inspection number	403426

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	573
Appropriate authority	The governing body
Chair	Peter Naylor
Headteacher	Nicola Webb
Date of previous school inspection	21 February 2008
Telephone number	01162 897808
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