

Ravenfield Primary School

Moor Lane North, Ravenfield, Rotherham, S65 4LZ

Inspection dates 20–21 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	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 and they make good progress during their time in school.
- All groups of pupils achieve well, including disabled pupils and those with special educational needs.
- All adults provide good support and help for pupils.
- Teaching is good. Pupils are interested and involved in lessons. Activities provide the right level of challenge for all learners.
- Pupils say they enjoy school. Their behaviour is good in lessons and around the school. Pupils feel safe and trust adults to help them if they have a problem.
- The headteacher leads the school well. Changes made since the previous inspection have been extremely effective in improving standards, pupils' progress and the quality of teaching.
- Staff, including teaching assistants, work very closely together as a team.
- The governing body provides a good level of challenge and support for the school.
- Attendance is above average.

It is not yet an outstanding school because

- Teaching is not outstanding. The introductions to some lessons are too long, so pupils do not spend enough time on the main activity.
- Marking does not always give pupils enough information about how to improve their work.
- Pupils do not take enough care with their handwriting or how work is presented.
- Teachers do not make enough use of information and communication technology to encourage learning.

Information about this inspection

- Inspectors visited 12 lessons or parts of lessons, two of which were joint observations with the headteacher or deputy headteacher. Teachers' planning and a range of books were scrutinised.
- Meetings took place with senior leaders, teachers, groups of pupils, representatives from the governing body and local authority.
- Inspectors looked at a range of documentation, including records relating to pupils' progress, behaviour, attendance and safeguarding.
- They took account of 27 responses to the on-line questionnaire (Parent View), as well as results from the school's own survey.

Inspection team

Christine Millett, Lead inspector

Additional Inspector

David Halford

Additional Inspector

Full report

Information about this school

- This school is smaller than the average sized primary school.
- Almost all pupils are of White British heritage.
- The number of pupils known to be eligible for the pupil premium, which provides funding to support those known to be eligible for free school meals, children from service families and those in the care of the local authority, is well below average.
- The proportion of pupils whose learning needs are supported at school action is below average. The number of pupils supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - shortening the introductions to lessons to leave more time for pupils to learn by doing things themselves
 - including more opportunities in lessons for pupils to use information and communication technology
 - ensuring the marking of work makes it clear what pupils need to do next in order to improve
 - improving the presentation of pupils' work.

Inspection judgements

The achievement of pupils is good

- Most children start the Reception class (known in this school and by parents as Foundation Stage 2 class) with skills that are the same as those typical for their age. Children do well so that by the time they start Year 1 they have made good progress.
- Pupils continue to make good progress in Key Stage 1, where there has been year-on-year improvement. By the end of Year 2 in 2012, standards in reading, writing and mathematics were better than those found nationally.
- The school's results were similar to those found nationally in the Year 1 tests to assess pupils' knowledge of letters and sounds that help them read unfamiliar words. Pupils develop a love of books and are keen to read. Most of them have built up a range of skills that help them work out new words.
- Good levels of progress continue in all classes. Standards at the end of Key Stage 2 are above average, particularly in mathematics and writing, which were much better than those found nationally.
- Good progress is the result of improvements in the quality of teaching. The number of pupils reaching the higher levels in reading, writing and mathematics, by the end of Year 2 and Year 6, is higher than that found nationally.
- Leaders and teachers hold regular meetings to discuss the progress being made in each class and make sure all pupils do as well as they are able. At these meetings teachers identify pupils at risk of falling behind and ensure different teaching methods are put in place so that this does not happen.
- Disabled pupils and those with special educational needs receive good levels of help and encouragement from other adults. Work is carefully planned to meet their needs and extra help has ensured that these pupils make good progress. This ensures that all pupils have equal opportunities for success.
- Pupils supported by the pupil premium also make good progress as the help they receive allows them to improve rapidly. Differences in attainment between this group of pupils and others have narrowed.

The quality of teaching is good

- Teaching has improved and is now good across the school. Occasionally, it is outstanding. Better teaching has led to considerable improvements in achievement.
- Lessons are well planned and teachers make clear to pupils what they are intended to learn in a lesson. Pupils pay attention in lessons because activities provide the right level of challenge and support. They are keen to answer questions and explain their answers well.
- Teaching assistants are actively involved in lessons and have very clear roles. They have a positive effect on pupils' learning.
- Sometimes the start to lessons is too long because teachers talk too much. This means that pupils do not have enough time to complete the main activities.
- In the best lessons teaching moves along rapidly and pupils learn quickly. Teachers have a good understanding of different subjects and question pupils closely to check their understanding before moving on to the next step.
- Teachers make good use of resources which hold pupils' interest. However, they do not make enough use of information and communication technology or electronic whiteboards to develop learning further.
- Pupils receive good advice during lessons and teachers mark pupils' work regularly. However, marking is not always as thorough as it could be. Pupils are not always given enough information as to how they can make their work better.

- Teaching provides many opportunities to develop pupils' spiritual, moral, social and cultural awareness. For example, through the teaching of modern foreign languages, music and dance, or providing chances to take part in small group work.
- Children in the Foundation Stage 2 class also benefit from good teaching. Their classroom and the outdoor area are well organised and adults plan an interesting range of activities.
- Here, as in the rest of the school, there is a high level of teamwork amongst staff. They all work well together and are happy to share ideas and support each other. They look at pupils' work together to make sure assessments are accurate. This ensures a smooth changeover from one class to another.

The behaviour and safety of pupils are good

- Behaviour in and around school is typically good. Pupils are very polite, friendly and welcoming. They quickly follow any advice given by staff.
- Pupils say they enjoy their learning. They are keen to answer questions in lessons and work well together in pairs or groups. They organise themselves quickly and without fuss when moving from one activity to another.
- They are respectful of each others' views. Pupils from different backgrounds get on well together.
- Pupils have a good understanding of the different forms that bullying can take. They have confidence in adults to help them sort out any problems they may have quickly and fairly.
- Pupils have a good understanding of how to stay safe and look after themselves and others. They are aware of the possible dangers of the internet.
- There are good opportunities for pupils to play a part in school life through, for example, being a member of the school council, a road safety officer or as an older pupil reading with younger pupils.
- Pupils attend school regularly and arrive on time. Routines are in place to check attendance and the importance of good attendance is emphasised strongly. Attendance is above average.

The leadership and management are good

- The leadership of the headteacher is very strong. She has a very clear view of how successful the school can be. She is well supported by the deputy headteacher, staff and the governing body.
- Self-evaluation is accurate. Governors and senior staff know the school well and are very clear about its strengths and areas for improvement. The school has the ability to carry on making improvements.
- There has been strong leadership for the development of teaching. Procedures to check the quality of teaching have been thorough and effective. Training is provided for teachers to help them continue to improve their skills.
- The local authority provides support for the school through the work of the learning community consultant alongside a group of local schools with equally high ambitions. The sharing of skills and expertise through this partnership has been very useful to the school.
- The varied range of subjects taught has been developed to ensure there are links in learning between one subject or topic and another. The topics studied often include a visit or a visitor, which encourages pupils to learn and helps increase pupils' spiritual, moral, social and cultural development.
- The school promotes equal opportunity and tackles discrimination through its day-to-day dealings with pupils, staff and visitors. All pupils have the chance to take part in school events and activities and have equal access to good teaching.
- Parents are supportive of the school's work. They are welcomed into the school and kept informed through text messaging, newsletters and the school website.

■ The use of pupil premium funding to deepen the range of opportunities offered and increase pupils' ambitions and self-esteem has helped accelerate learning through first-hand experiences.

■ **The governance of the school:**

- The governing body has played an important part in school improvement. Governors have been effective in supporting the school and asking important questions about plans for future developments. They are willing to take part in any additional training that will help them to carry out their role. Governors look at the school's assessment data and use them to make comparisons against similar schools locally and nationally. Governors make sure that money, including the pupil premium funding, is used effectively to benefit pupils. They ensure 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	106873
Local authority	Rotherham
Inspection number	400868

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

Type of school	Primary
School category	Maintained
Age range of pupils	5-11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Mr Adrian King
Headteacher	Mrs Linda Davis
Date of previous school inspection	15 June 2010
Telephone number	01709 542678
Fax number	01709 701159
Email address	ravenfield.primary@rotherham.gov.uk

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