

Ravensdale Infant and Nursery School

Devonshire Drive, Mickleover, Derby, DE3 9HE

Inspection dates 17–18 September 2013

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.

- As a result of the good leadership of senior and subject leaders the school has improved since the last inspection.
- Typically, teaching is good and some is outstanding. Action taken to improve the teaching of phonics (the sounds that letters make), reading and problem solving in mathematics has been particularly successful.
- Pupils make good progress from often below expected levels on entry to reach above average standards in reading, writing and mathematics by the end of Year 2.
- All pupils, including disabled pupils and those who have special educational needs, those eligible for pupil premium funding and those learning English as an additional language, achieve well.
- The governing body is a challenging but supportive friend to the school. Governors are well informed and successfully hold senior leaders to account for the school's performance.
- Staff morale is high. There is a shared commitment to continuing school improvement.
- Behaviour is good across the school. Pupils feel safe and know who to speak to if they have a problem. Bullying is very rare.
- The school works closely with outside agencies and local schools to provide effective support and guidance for pupils.
- The curriculum is well planned to support pupils' learning and promotes their spiritual, moral, social and cultural development well.

It is not yet an outstanding school because

- Too often the marking of pupils' work does not help them to improve. Pupils do not always respond to their teachers' comments or extra challenges they are set.
- When writing in pupils' books not all teachers model good quality handwriting that pupils can aspire to achieve.

Information about this inspection

- Inspectors visited 16 lessons. Three lessons were observed jointly with the headteacher.
- The inspectors listened to pupils read, examined work in pupils' books and observed them engaged in activities in the playground and in the dining hall.
- Discussions were held with pupils, the headteacher and deputy headteacher, other teaching staff leaders, and members of the governing body. A telephone discussion was conducted with a representative of the local authority.
- Inspectors examined a range of school documents, including a summary of the school's self-evaluation, the school improvement plan, the school's information on pupils' progress, minutes of governors' meetings and records relating to pupils' behaviour, attendance and safety.
- Inspectors spoke informally to parents to seek their views about the school and took account of the results of the school's own parent survey and Ofsted's online questionnaire Parent View.
- The views expressed by 13 staff who returned a questionnaire were also considered.

Inspection team

Alison Cogher, Lead inspector	Additional Inspector
Michael Smit	Additional Inspector
Edgar Hastings	Additional Inspector

Full report

Information about this school

- Ravensdale Infant and Nursery School is average in size.
- Approximately two thirds of pupils are of White British heritage. The remaining third represent a range of ethnic backgrounds including Pakistani, Indian and African. The diversity of ethnic backgrounds at the school is increasing and nearly one in ten pupils speaks English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is below average. The pupil premium provides additional funding for pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of pupils who are supported at school action plus, or who have a statement of special educational needs is similar to most other schools.
- A breakfast club is operated by the school during term time for pupils attending the school or the neighbouring junior school.

What does the school need to do to improve further?

- Improve the impact of teachers' marking on pupils' learning by making sure that:
 - it makes it clear to pupils what they have done well and what they need to do next to improve
 - pupils are given time to respond to teachers' comments or challenges
 - teachers' handwriting is of a standard that reinforces to pupils what is expected of them.

Inspection judgements

The achievement of pupils is good

- Pupils of all ages and from all backgrounds make good progress in their learning at all stages throughout the school. Attainment at the end of Year 2 in 2013 was above the national average in reading, writing and mathematics. This continued the above average trend in all subjects of the previous two years.
- Children join the Nursery or Reception classes with skills and knowledge that are often lower than that typically seen. The wide range of stimulating activities provided means that they develop an enthusiasm for learning and good relationships with adults and other children. They are well prepared for their work in Year 1.
- Pupils continue to do well in Years 1 and 2 as they build successfully on their previous learning. Improvement in the teaching of phonics has led to improvements in reading and writing. Pupils confidently tackle unfamiliar words when reading and attempt to spell words for themselves when writing.
- In their mathematics lessons pupils are frequently challenged to give explanations for their answers and to solve problems. This ensures they develop confidence in using mathematics to support their learning in other subjects and in everyday tasks.
- Pupils supported by the pupil premium attain almost as well as other pupils at the school. They outperform similar pupils nationally by a significant margin. Their success is a result of well targeted support that is informed by an accurate assessment of what specifically they need to learn next.
- Disabled pupils and those who have special educational needs make progress at similarly good rates to their classmates. This is the result of their needs being assessed precisely and their receiving well-targeted support in class.
- Pupils learning English as an additional language make good progress and by the time they leave Year 2 the vast majority are confident and capable English speakers. They reach the same above average standards as their classmates in all subjects.

The quality of teaching is good

- Senior leaders have provided well-targeted support and training to improve the quality of teaching. Good teaching is the norm in all classes and some is outstanding. Parents spoken to during the inspection and the vast majority of those who completed the Parent View or school questionnaire agree that teaching is good.
- Pupils develop good attitudes to learning because teachers make sure that lessons capture pupils' interest and imagination. For example, pupils completed the task of discovering how a number can be made by adding different numbers together by selecting aliens with different numbers of eyes.
- Teachers are particularly good at providing pupils with very clear explanations and instructions and in checking that they understand the words being used. For example, pupils' understanding of the word 'estimate' was clarified in a Year 2 mathematics lesson which helped them to complete an activity successfully. This clarity helps all pupils to learn well and is especially

supportive of the learning of pupils learning English as an additional language.

- In both the Nursery and Reception classes, good use is made of both the indoor and outdoor spaces to support children's learning. Developing early reading, writing and mathematical skills and understanding is given a high priority within a caring environment where relationships are very supportive.
- The effective use of resources to support good learning in all subjects continues in Years 1 and 2. Particularly good use is made of technology including the interactive whiteboards at the start of lessons, to show pupils what they are expected to learn and to demonstrate new skills. Pupils work confidently on computers to improve their reading and spelling skills.
- Teachers have high expectations of what pupils can achieve. They make good use of probing questions to check pupils' understanding and to challenge them to provide explanations and to think for themselves. More-able pupils are given suitably demanding work to do.
- The marking of pupils' work usually recognises pupils' effort, for which they are praised. Some marking also helps pupils to understand what they have learned and need to do next to improve but this practice is not consistent across the school. Pupils are not always given the time to respond to their teachers' comments and so enhance their learning. In addition, the handwriting of some teachers is not easy to read and does not provide a model of excellence for pupils to aspire to.
- Relationships in all classes are very respectful and enabling. Pupils' spiritual, moral, social and cultural development is nurtured effectively through the topics and activities planned and the consistently effective manner in which pupils are managed. Pupils say that they learn a lot in lessons and that they are given the help they need to do well.
- Teaching assistants and other support staff such as the learning mentor are well briefed by teachers and make a very valuable contribution to pupils' learning and their personal development.

The behaviour and safety of pupils are good

- The school strongly promotes the importance of high standards of behaviour. As a result pupils are polite, well mannered and behave well in lessons and when moving around the school.
- The attendance of the vast majority of pupils is above average. Pupils like being at school. They are attentive in lessons and work together well. The school promotes six 'Keys to Learning' which help pupils to be active and engaged as learners, willing to have a go and learn from their mistakes. As a result pupils demonstrate positive attitudes to learning and the ability to work independently and in small groups.
- Pupils enjoy each other's company. They happily look after each other and welcome the support and involvement of older pupils from the neighbouring junior school at lunchtime. Pupils are active at break and lunchtime and are keen to join in the good range of games and sport offered by the school.
- Pupils spoken to during the inspection were keen to share how included they feel. Those who enter the school with little understanding of English expressed how the school had welcomed them and how other pupils had helped them to settle and quickly make friends.

- Pupils say that their teachers and other adults give them the help they need in lessons so that they can learn well. They recognise that as they get older their work is more challenging and would value more feedback through marking about how well they are doing and what they need to learn next.
- Pupils feel safe in school because they are well supervised and looked after. They understand the importance of e-safety and are confident that unacceptable behaviour, including the rare instances of bullying, are dealt with well by adults in school.
- Behaviour and safety are not outstanding because there is some minor disruption in some lessons which, when it occurs, slows the pace of pupils' learning.

The leadership and management are good

- Senior and subject leaders, with the support of governors and a committed team of teaching and non-teaching staff, have successfully improved teaching since the last inspection.
- Effective leadership has led to better use of pupil-progress information to guide the planning of lessons so that they accurately focus on pupils' next steps in learning. The expectations for pupils' learning are clearly communicated to pupils and their progress towards achieving them reviewed by teachers. If there is any indication that pupils are experiencing difficulties or that their learning is not moving forwards quickly enough they are provided with additional support. This approach is making sure that pupils make good progress over time.
- Good use of the pupil premium funding has improved the attainment of pupils eligible to receive support. The school has a clear plan for the money being received to promote sport. It includes the use of sports coaches, the provision of after school clubs and training for teachers.
- Senior and subject leaders monitor teaching well. The management of teachers' performance is clearly linked to improving teaching. Training is provided to address whole school issues for improvement identified on the school improvement plan and to meet the professional development needs of teachers at different points in their career. Leaders and managers have not made sure marking is fully consistent yet, although this is an area for improvement.
- Accurate school self-evaluation is based on a good range of evidence. The school receives good support from the local authority. This has led to improvements in the school improvement planning process so that the impact of actions taken can be measured with greater precision.
- The curriculum is well planned to capture pupils' interests whilst also making sure they develop good levels of competence in the basic skills of reading, writing and mathematics. Teachers often link subjects together to give pupils' learning relevance.
- The school's arrangements for safeguarding fully meet statutory requirements.
- Pupils' spiritual, moral, social and cultural development is promoted well. Assemblies, visitors including parents of differing faiths, plus the sharing of music, art and stories help to strengthen pupils' knowledge of the wider world. The school strongly promotes equal opportunity for all pupils and works hard to see that there is no discrimination.
- The school works very closely with a number of outside agencies and other schools to support pupils and families needing additional support. The learning mentor contributes significantly to

the success of these partnerships.

■ **The governance of the school:**

- Governors communicate high expectations to the school and have a good strategic knowledge of its strengths and weaknesses. Their work is programmed and managed efficiently over the year so they are able systematically to challenge school leaders to improve the school. They understand how school leaders have improved teaching and the impact this has had on pupils' learning. Governors are clear about how the pupil premium has been spent and the difference it has made to pupils' progress and attainment. Governors contribute to school self-evaluation and the development of the school improvement plan. They understand how performance management, including the award of salary increases, is used to support school improvement, tackle underperformance, and reward good performance.

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	112759
Local authority	Derby
Inspection number	425073

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	253
Appropriate authority	The governing body
Chair	Matt Williamson
Headteacher	Caroline Roberts
Date of previous school inspection	1 December 2008
Telephone number	01332 513862
Fax number	01332 549441
Email address	admin@ravensdalei.derby.sch.uk

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