

# Ravenshead CofE Primary School

Swinton Rise, Ravenshead, Nottingham, NG15 9FS

**Inspection dates** 1–2 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Not enough pupils make good progress in Key Stage 2.
- Teaching is not consistently good, especially in Key Stage 2, to enable standards to rise quickly.
- Pupils' work is not always planned to ensure that it is at the right level to enable pupils, especially the most able and also the less able, to achieve well.
- Marking does not consistently give pupils specific information about what they have learned well and what they need to do next. Neither does it ensure that pupils respond to any guidance given by the teachers.
- Some subject leaders are still developing their monitoring roles. They are not all aware of the strengths and where improvement is needed in teaching, learning and progress in their areas. This leads to some inconsistencies in practice.
- Teachers have variable understanding and skills in meeting the learning needs of disabled pupils and those who have special educational needs. Consequently, these pupils make slower progress.

### The school has the following strengths

- The school is improving quickly. It is led strongly by the strategic headteacher and governing body.
- Pupils in the Early Years Foundation Stage and Key Stage 1 achieve well.
- Pupils really want to learn. Their behaviour in lessons and around the school is good.
- Pupils know how to stay safe in school.
- Pupils' spiritual, moral, social and cultural development is good.

## Information about this inspection

- The inspectors observed 23 lessons of which nine were observed jointly with the strategic headteacher or individual members of the senior leadership team.
- The inspectors spoke with many pupils during learning and playing, listened to the reading of several pupils from different year groups and watched pupils being supported in small groups.
- One inspector met formally with a group of pupils to find out what they think about their school and spoke to several parents at the start of the school day.
- The inspectors held meetings with the headteacher, senior and subject leaders, members of the governing body and a representative of the local authority.
- The inspectors looked at a wide range of documentation including information about the achievement of the pupils, the school's improvement planning, examples of pupils' work, and policies and records to help ensure that they stay safe.
- The inspectors took into account the 148 responses to the online Parent View questionnaire.

## Inspection team

Lynne Blakelock, Lead inspector	Additional Inspector
Randhir Sandhu	Additional Inspector
Lynn Stanbridge	Additional Inspector

## Full report

### Information about this school

- This is much larger than the average-sized school. The number on roll continues to rise.
- Most pupils are of White British heritage and speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils supported through the pupil premium is well below average. (This is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority).
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school works in partnership with The Joseph Whitaker Sports College and The Candleby Lane Teaching Alliance to strengthen teaching and leadership, including through joint training.
- The leadership team was restructured and extended in September 2012 to take into account the growth of the school and its needs. The strategic headteacher has been in post since 2007.

### What does the school need to do to improve further?

- Raise standards quickly by improving the quality of teaching so that it is consistently good or better throughout the school by ensuring that:
  - the school's information about the levels at which the pupils are working is always used carefully to plan work that is accurately matched to their abilities, particularly for the most-able and less-able pupils
  - marking tells pupils exactly what they have achieved and what to do next
  - teachers check that pupils respond to any advice that they give.
- Strengthen the impact of leaders at all levels on the quality of teaching and achievement by ensuring that:
  - teachers and teaching assistants have a good understanding of the needs of disabled pupils and those who have special educational needs and the skills to provide effective support so that these pupils achieve consistently well
  - all subject leaders check learning and the quality of pupils' work regularly to ensure good teaching and learning.

## Inspection judgements

### The achievement of pupils requires improvement

- The progress in Key Stage 2 does not match the good progress made lower down the school.
- Disabled pupils and those who have special educational needs make slower progress in all year groups because the quality of teaching and support is not always planned accurately to meet their individual needs.
- A lower than average proportion of pupils achieves higher levels by the end of Year 2 and Year 6. There is some improvement this year because this has been a focus for school improvement. The most-able pupils do not all achieve their potential because work is not always hard enough.
- Standards are currently average by the end of Year 6, with reading levels above, pointing to pupils' average progress through the key stage. This was also the picture last year. Progress in mathematics fell sharply from well-above average in 2012.
- Children join the Nursery with levels of skills and knowledge that are typical for their age although some enter at higher levels. Children of all abilities make good progress throughout Nursery and Reception because teachers plan activities that match their interests and levels of skills well. Consequently, a large majority of children achieve a good level of development in all aspects of learning by the end of the Early Years Foundation Stage.
- The children develop their speaking, listening, reading and writing skills well because they practise them throughout the day. This also helps them to spell accurately. The teaching of phonics (the sounds made by letters and groups of letters) is accurate and challenging and also promotes the children's letter and word formation.
- The school's data shows that the percentage of pupils in Year 1 achieving the required standard in phonics is average. Older pupils continue to use their phonics skills to help them to pronounce sounds accurately.
- Pupils read regularly, both for enjoyment and to become critical readers. They build up their skills in evaluating texts and in developing their understanding of the characters in a story.
- Pupils in Key Stage 1 make good progress because most teaching is good. All pupils in Year 2 who achieved well in the Early Years Foundation Stage have reached at least average levels in reading, writing and mathematics and most have reached higher levels. The focus in Year 1 on the teaching of different types of text is providing pupils with a more secure base for improving their writing skills.
- Pupils eligible for pupil premium funding are given extra support in, for example, developing their literacy skills, such as phonics, and numeracy skills. The funding is also used to provide counselling, music lessons and additional trips. In Year 6 last year, the numbers supported by pupil premium funding were too small to enable a statistically significant comparison of the standards they reached compared to those of their classmates. This continues to be the case this year.
- The pupils who speak English as an additional language receive regular, relevant support for their needs so that they can make similar progress to their classmates.

**The quality of teaching requires improvement**

- Teaching is variable, including in English and mathematics, and this results in pupils' average rather than good progress by the end of Year 6.
- Although the school has detailed information about the levels at which pupils are working, the work that they are given is sometimes too hard for less-able pupils and often too easy for the most-able pupils. Therefore, pupils do not all achieve as well as they should from their individual starting points.
- Marking is regular. It is stronger in literacy than in other subjects. It does not always tell pupils exactly what they know well and what to do next. The school is developing its practice and its expectation that pupils correct their work in order to improve it.

Pupils do not have regular opportunities to practise and transfer specific skills that they have learned in literacy and numeracy to other subjects in order to help them to make the quickest progress possible.

- However, pupils learn well and sometimes very well when work matches their needs accurately and marking ensures they know how to make further progress. They want to achieve well and many pupils show a very business-like approach to learning. They thrive on work which really make them think.
- Pupils are clear about what they need to learn in each lesson and, where teaching is effective, are equally clear about how to do it. In the Early Years Foundation Stage, 'the naughty dinosaurs' provided exciting, investigative learning that enabled the children to practise and develop many skills. The children knew they needed to write an account of the dinosaurs' behaviour to the police and the grammatical skills they had to show.
- Pupils enjoy and benefit from the very regular opportunities they are given to discuss their learning with each other and to assess for themselves how well they are doing. In a Year 5 mathematics lesson, pupils discussed with each other how to solve specific problems and made good progress in the best ways to do this.
- Most, but not all, teachers use questioning carefully and to good effect to check both pupils' understanding and to help them to think more carefully about their learning.
- Pupils who need additional support for literacy, including phonics, and numeracy are supported well in intervention groups.

**The behaviour and safety of pupils are good**

- The behaviour of pupils is good throughout the day, both in lessons and around the school.
- Pupils are attentive in lessons and try hard to remain so. They are always polite and helpful. They get on well with each other so that the school is a happy place for learning and playing.
- Although a few pupils sometimes have difficulty in adhering to the school's expectations of their behaviour, the staff manage them well so that other pupils' learning is not disturbed.
- Pupils like their school and look after it well, through for example, keeping it tidy. They wear

their uniforms smartly, reflecting their pride in their school. They value the opportunities the school gives them to develop new skills, such as through the after-school clubs.

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe throughout the day and have confidence in the staff to keep them safe. Most parents share their views. The pupils are given regular training in using the internet to make sure that they stay safe.
- The pupils say that there is very little bullying - it is more friendship issues - but they know who to go to for help if it occurs. The pupils know that there are different types of bullying and can identify groups of people who are vulnerable to it. They understand the importance of being accepting of those who are different, for whatever the reason. Pupils' learning about the global world adds to their understanding of equality and responsibility for others.
- The pupils enjoy and value the responsibilities with which the school entrusts them. They carry out roles such as collective worship officers, road safety officers and being representatives on class councils and monitors, conscientiously.
- Because of the school's provision, pupils' spiritual, moral, social and cultural development is good.
- Pupils' attendance has reverted to above average, after a dip to average last year, due to the school's thorough checking of attendance and quick response to absences. The governing body took a lead role last year, when attendance fell, in making sure that pupils and parents understood the impact of irregular attendance on their progress.

### **The leadership and management** requires improvement

- Teaching and progress are not consistently good throughout the school. Subject leadership in several areas is still developing. The staff do not all have a full understanding of the needs of disabled pupils and those who have special educational needs or all of the skills to ensure that these pupils achieve well.
- However, the strategic headteacher is driving improvements strongly and thoughtfully. She knows how the school needs to improve and the challenges presented as the number on roll continues to grow. The composition and roles of the new senior leadership team reflect the school's priorities. They work together well with the common aim to raise standards and quicken progress. Comprehensive data about pupils' learning is the basis of school improvement.
- Through their strategies, the senior leaders are making a difference, including to attendance and promoting better methods to raise standards in reading, writing and mathematics. Opportunities for the pupils to write at length are being extended. Many other strategies are not yet fully developed.
- Data about pupils' progress is collected and checked regularly. This year, tracking is correctly focusing more on pupils' progress over longer periods.
- The leadership of teaching and learning is fully focused on improving teaching so that standards rise more quickly through the school. Observations of teaching with individual leaders showed the school has an accurate understanding of the strengths in teaching and the areas for development.
- The targets set for teachers reflect the school's determination to raise standards through

measurable and challenging targets.

- Subject leaders are developing their roles, including their checking of their areas, helped by other leaders and supported by training. The new structure ensures that they know who to go to for support, whether for teaching or leadership. The staff are finding training helpful in improving their teaching and leadership skills.
- The staff do not yet all have the knowledge and skills to ensure that disabled pupils and those who have special educational needs are identified promptly and that their individual needs are met well through teaching and support.
- The staff plan topics that capture pupils' interest and which they enjoy. They provide opportunities for a wide range of learning, such as the topic about fire. All groups of pupils have an equal chance of success when work matches their needs well but this is not always the case. The school's main focus is on literacy and numeracy but pupils have regular chances to develop their creative, physical, scientific and linguistic skills. After-school clubs are popular and varied, including mad science, choir and rugby.
- Primary sports funding is being used carefully to improve the staff's skills in teaching physical education and in particular to build-up the pupils' athletic skills. The school's links with the local sports college has enabled it to secure specialist teaching and support. The provision of after-school football clubs for Key Stage 1 and 2 pupils are extremely popular, including for girls and for other groups of pupils. They result in better skills in playing football, along with the development of inter-personal skills such as team work and cooperation.
- Partnerships with other schools have strengthened the quality of sports teaching, the transition arrangements for Year 6 pupils preparing for secondary school and the range of training and support for staff.
- The school feels it has very good relationships with the large majority of parents, who support all aspects of the school's work. It communicates regularly with them, including about events designed to help them to support their children's learning. A few parents have individual worries, which have been shared with the strategic headteacher, while preserving confidentiality. The strategic headteacher is keen to address any concerns.
- The local authority has carried out a recent review, which the school found helpful and supportive, although it would have appreciated it being earlier. The adviser knows the school's needs and is confident that the school is addressing them.
- **The governance of the school:**
  - The governing body knows the school well and is determined to support its improvement. It receives very detailed information from the strategic headteacher as its starting point.
  - The governors question all aspects of the school's work thoroughly, particularly the achievement of pupils. They respond quickly to what they hear and both challenge and support the school.
  - The governors ensure that pupil premium funding is spent for the benefit of the individual needs of such pupils and check their progress. They understand the importance of performance management in accelerating progress through improving teaching and have already shown that they will not award pay rises unless staff meet their targets.
  - They find out a range of information for themselves. They appreciate that their links with senior leaders could be extended so that they can pick up the strengths and areas that need improving at an early stage.

- The governors also keep a close watch on parents’ perceptions of the school and are making helpful links with the school’s parent-teacher association as part of their drive to communicate as well as possible with parents.
- The governing body oversees safeguarding procedures regularly and ensure that statutory requirements are met.
- The school’s finances are sound and managed well.



## 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

<b>Unique reference number</b>	131814
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	444316

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	446
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Rattenberry
<b>Headteacher</b>	Helen Thomas
<b>Date of previous school inspection</b>	11 October 2006
<b>Telephone number</b>	01623 456516
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