

# Ravenswood Primary School

Ravenswood Road, Heaton, Newcastle-upon-Tyne, Tyne and Wear, NE6 5TU

**Inspection dates** 1–2 October 2014

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good        | 2        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| Leadership and management      |                      | Good        | 2        |
| Behaviour and safety of pupils |                      | Good        | 2        |
| Quality of teaching            |                      | Good        | 2        |
| Achievement of pupils          |                      | Good        | 2        |
| Early years provision          |                      | Good        | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- From broadly typical starting points, pupils make good progress and achieve well to reach above-average standards by the end of Year 6.
- The headteacher, well supported by the governors and staff, has tackled weaknesses and brought about improvements in achievement and teaching.
- As a result, outcomes by the end of Key Stage 2 have improved, attendance has risen and pupils' progress is now tracked more effectively.
- Good leadership and management are evident at all levels. Staff and governors are united in their clear vision for moving the school forward and consequently the school is well placed to improve even further.
- Pupils behave well and feel safe in school. Everyone is equally respected and they get on well together. Pupils are keen to take responsibility, show respect for adults and look after each other.
- Pupils make good progress as a result of effective teaching over time. Knowledgeable teachers provide clear explanations using a curriculum based on topics that interest pupils.
- The school's curriculum develops pupils' spiritual, moral, social and cultural awareness successfully. They are well prepared for life in modern Britain.

### It is not yet an outstanding school because

- The expectations that teachers have about what pupils can achieve are not always high enough. On some occasions, pupils' tasks do not provide sufficient challenge.
- Information about pupils' achievement is not always used effectively in planning and tasks are not always matched closely enough to pupils' needs.
- Written feedback from teachers does not consistently inform pupils about the next steps they need to take to improve.

## Information about this inspection

- Inspectors observed teaching and learning in 23 lessons or part lessons. They listened to groups of pupils in Year 2 and Year 6 read. In addition, the inspectors undertook a number of short visits to lessons and small-group teaching sessions.
- The inspectors conducted five lesson observations jointly with the headteacher and deputy headteacher. They also observed the headteacher and deputy headteacher reporting back to the teachers on their findings regarding the quality of learning, behaviour and pupils' achievement.
- Inspectors held meetings with staff; including the teacher who oversees provision for special educational needs and a specialist teacher who supports pupils who speak English as an additional language. Inspectors also met groups of pupils and with the Chair and other members of the governing body. The inspectors also spoke to a representative of the local authority.
- The inspectors looked at a range of evidence including: the school's improvement plan; the school's current data relating to pupils' progress; the work in pupils' books; displays in classrooms and corridors; and the school's documentation and records relating to safeguarding and behaviour. The inspectors observed pupils' behaviour in an assembly, during lunch and break times and around the school site.
- Inspectors took into account the 96 responses to the online questionnaire (Parent View) and received one letter from a parent.
- Fifteen staff completed questionnaires and the responses were analysed.

## Inspection team

Jonathan Chicken, Lead inspector

Additional Inspector

Clive Petts

Additional Inspector

James Hannah

Additional Inspector

## Full report

### Information about this school

- This is a much larger than average-sized primary school.
- The proportion of disadvantaged pupils (those pupils who are known to be eligible for free school meals or children in the care of the local authority for whom the school receives additional funding) is below average.
- An above-average proportion of pupils are from minority ethnic backgrounds. A very large proportion speaks English as an additional language but only a few are at an early stage of learning English.
- The proportion of disabled pupils and those who have special educational needs at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress.

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

- Further improve the quality of teaching and hence continue to raise standards by:
  - ensuring that teachers have consistently high expectations of what pupils can achieve
  - maximising the use of information about pupils' progress to make certain that tasks are always closely tailored to pupils' ability and needs
  - giving written feedback in pupils' books that consistently provides pupils with well-defined next steps to extend their learning and deepen their understanding.

## Inspection judgements

### The leadership and management are good

- The focussed and determined leadership of the headteacher has been instrumental in improving the quality of teaching and raising pupils' achievement. He is very ably supported by well-trained senior and middle leaders who share his vision for further school improvement and together create a culture where learning can flourish. The school's view of its own performance is increasingly accurate and priorities for improvement, such as improving writing and in the use of pupils' achievement information, have been clearly identified.
- The quality of teaching is checked and support provided where it is most needed. Only a few concerns remain, including ensuring the challenge for pupils is consistently high enough. Staff are set targets based on their performance and the progress pupils make. This system ensures strong teaching is rewarded. Staff feel valued and their morale is high.
- Senior and middle leaders are effective. They track pupils' progress with increasing care and accuracy. This information is used effectively to plan future actions. Assessment is also used successfully to identify those who need help and to inform parents and teachers about how well pupils are doing. Success is evident in the narrowing gaps between the achievement of disadvantaged pupils and others and they are well on track to be eliminated. The school ensures that all pupils are given equal opportunities to learn well.
- Productive partnerships with other schools and effective support and challenge from the local authority, ensure that staff have access to high-quality professional development and good practice is increasingly shared.
- Extra funding, such as that for physical education and sport and that provided to support disadvantaged pupils, is used effectively. Additional resources, staff training and specialist coaching in physical education have allowed pupils to participate in new sports and take part in local competitions, which promote healthy lifestyles and allows them to reach the higher levels of which they are capable.
- Safeguarding arrangements meet statutory requirements. Staff are trained and are well aware of child-protection and risk assessment procedures.
- The school has worked closely with partner schools to successfully implement the new curriculum and to share the plans with parents through innovative 'In the Loop' meetings. The curriculum, including thought provoking assemblies and charitable work, promotes the school's diverse nature and supports pupils' spiritual, moral, social and cultural development very effectively. The school prepares pupils well for life in modern Britain.
- The curriculum is based around interesting topics, which include a wide range of experiences. Younger pupils described their enjoyment of a recent visit to a local maritime museum that was linked to their topic of 'Pirates'. The visit broadened their experiences and supported the development of their writing back in the classroom.
- A wide range of extra-curricular activities adds greatly to pupils' enjoyment of school. These include music and sport. A number of these clubs include staff as members, confirming their wider involvement in the life of the school.
- **The governance of the school:**
  - Governors are well trained and very knowledgeable about the school's strengths and weaknesses. They share the clear vision of the headteacher for improving the school further and are fully involved in strategic planning. They are rightly proud of the multicultural nature of their school, its ethos and the diverse community it serves.
  - Through analysis of data and the rigorous work of a number of focused sub-groups, governors are very aware of how well the school is doing compared to other schools nationally. They closely check the achievement of pupils, the quality of teaching and the performance of staff. They check closely that staff salary increases link to achievement of targets.
  - Resources are deployed well and governors hold the school to account for the way in which additional funding is used to narrow attainment gaps for disadvantaged pupils. They are well informed about the implementation of the new National Curriculum and how pupils' progress is assessed.
  - Governors ensure that the school meets statutory responsibilities, including those relating to safeguarding and child protection. They recently have appointed additional governors to bring additional skills to this important area of their work.

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

- The behaviour of pupils is good. Almost all pupils show kindness and respect for each other, for staff and for visitors. A caring ethos pervades and pupils of all ages are friendly and eager to engage in discussion. They have an obvious pride in their school and wear their uniforms smartly.
- Pupils enjoy coming to school and attendance is above average. The headteacher closely monitors attendance and punctuality and regularly targets support and action for pupils whose attendance is lower than expected. The attendance of the small number of pupils who take extended holidays for cultural reasons is closely tracked by the school. Strategies, often involving parents, minimise the impact of these holidays on pupils' learning. As a result, attendance continues to improve for all groups of pupils.
- Pupils have very positive attitudes to learning and are keen to do well. They get on well with one another and with their teachers, and they behave well in and out of lessons so that learning typically proceeds without interruption.
- Pupils play enthusiastically, but safely, during break times and lunchtimes and act responsibly. Older pupils show great care and consideration for younger pupils and are strong role models. A group of these older pupils participate in a young leaders' scheme, which means that they lead games and sports activities for younger pupils.
- Pupils welcome the safe and secure outdoor spaces available to them and are eager to explore the newly installed play equipment to further improve their engagement during play and lunch times.
- School leaders have recently employed a behaviour specialist who has further improved behaviour across the school. Training and support for staff who supervise the outdoor yards is expected to enable them to engage more with pupils and lead activities and games.

**Safety**

- The school's work to keep pupils safe and secure is good. Parents are confident that their children are kept safe and that rare incidents of bullying are dealt with quickly. Pupils say the same. They feel safe in school and are happy to talk with staff about anything they find worrying.
- Pupils know there are different types of bullying, including those based on prejudices, such as racism. School records show that incidents of all types of bullying are rare.
- Younger pupils were less confident than their older classmates when describing how to stay safe when online and when using social media.

**The quality of teaching is good**

- Teaching is good across the school and is improving. This was confirmed during the inspection through the work in pupils' books and the school's own records of the quality of teaching. This enables pupils in all classes to learn well.
- Strong relationships between pupils, teachers and teaching assistants ensure pupils enjoy learning. Tasks stimulate interest and imagination. Pupils say that teachers 'usually make the lessons fun'. As a result, pupils enjoy their time at school, are keen to learn and do well.
- Teachers increasingly, and more accurately, use information they have about pupils' progress to ensure that tasks match the abilities and needs of different groups. However, this is not yet consistent. Although expectations of what pupils can achieve are usually high this is not always the case. Sometimes, activities are not closely matched to pupils' abilities. Nevertheless, signs of improvement are appearing, especially for the most able pupils and a number of pupils are now entered for the higher Level 6 tests in English and mathematics.
- Teachers skilfully explain and demonstrate what they expect of pupils. Older pupils listened intently to the inspiring reading of a text, which was followed up with probing questions that made pupils really think and sustained their interest.
- Teachers share their good subject knowledge with pupils and usually check on their progress while they learn by asking questions that probe knowledge and understanding. Teaching assistants are used well and they are effective in supporting pupils' learning because they know the pupils and their needs well.
- Disabled pupils and those with special educational needs make good progress because their needs are understood and managed very well. Teachers and teaching assistants are skilled at supporting them in their learning.
- Disadvantaged pupils also receive effective support when they need it and now make similar progress to non-disadvantaged pupils in the school.

- The teaching for pupils who need help because English is an additional language are supported by a specialist teacher who ensures that they make similar progress to their classmates. This strong provision is underpinned by highly positive relationships between the school, pupils and their families.
- Pupils' work is marked regularly. Praise is used effectively and pupils know when they have been successful. Teachers usually provide suggestions for how work can be improved but this is not always the case and opportunities for pupils to make these improvements vary across the school, particularly in mathematics. This means that pupils do not always learn from their errors.
- The teaching of reading is effective. Phonics (letters and the sounds they make) are taught successfully and pupils use these skills to tackle new words. Teachers provide lots of opportunities for pupils to read and support and encourage parents to work in partnership with them in the teaching of reading.
- Pupils are increasingly keen to write, especially when teachers provide interesting topics to capture their enthusiasm. They have opportunities to write for different purposes and become increasingly skilled at adjusting their writing style for different audiences.
- In mathematics, teachers make sure that pupils develop the skills they need to solve problems and provide opportunities for them to do this in different contexts.

### **The achievement of pupils is good**

- Most children enter the early years with skills that are typical for their age. They make good progress from their individual starting points to reach above-average standards in the national tests in reading, writing and mathematics at the end of Year 6. As a result, they are well equipped with literacy and numeracy skills to succeed in the next stage of their education.
- School information, matched with inspection evidence that includes work in books, confirms the good progress that pupils make. In Years 1 and 2 pupils build on the skills obtained in the early years and achieve well. Pupils are currently working at-above average levels especially in reading. The proportion of pupils in 2013 who reached the required standard in the Year 1 phonics screening check was above average and provisional results show it has increased in 2014.
- In 2013, Year 6 attainment was high in mathematics and average in reading and writing. The priority the school has rightly placed on English since 2013 has had a marked impact on raising pupils' attainment in 2014. Unvalidated data shows that attainment was above average in reading and writing and mathematics. Progress from pupils' individual starting points is good and more pupils are now reaching higher levels. The school's predictions and inspection evidence of pupils' current attainment points to attainment continuing to rise with more pupils on track to reach Level 6 in all subjects.
- Pupils' reading skills are above average. Younger pupils who read to inspectors made good use of their knowledge of phonics to help them read unfamiliar words. These skills enhance progress as pupils move through the school. Many are keen readers and talk enthusiastically about their favourite books and authors. They read widely in school and many say they are avid readers at home.
- The new curriculum is based around topics and provides more opportunities to practise writing and mathematics in other subjects. Pupils write with increasing accuracy, showing flair in writing imaginatively. There are some highly-skilled mathematicians who show a keen enthusiasm for solving increasingly complex problems.
- The progress of the most able pupils is good. Although at times work is not hard enough for these pupils, overall, they achieve well. An increasing proportion reaches above-average attainment by the end of Year 6. In 2013, this was most evident in mathematics, with a rise in the proportion of pupils reaching the higher Level 6.
- Extra support for disadvantaged pupils, such as additional help in or outside the classroom, enables these pupils to reach their targets and to make good progress. The attainment of these pupils is rising and the gap between their attainment and that of non-disadvantaged pupils in the school is closing rapidly.
- In 2013, the attainment gap between disadvantaged pupils and other pupils in Year 6 was almost six terms in mathematics, five terms in reading and three terms in writing. The attainment gap between disadvantaged pupils and non-disadvantaged pupils nationally was almost four terms behind in reading and three terms behind in both mathematics and writing.
- In 2014, the impact of the school's actions was indicated by the unvalidated test results. These results identified that attainment gaps are closing rapidly. Inspection evidence and current school information, confirm that disadvantaged pupils are now no more than one term behind non-disadvantaged pupils in the school and their attainment is similar to non-disadvantaged pupils nationally.
- Pupils who are disabled or have special educational needs, those from minority ethnic backgrounds and those deemed to speak English as an additional language, all make similarly good progress to their

classmates. They receive timely and well-focused support from teachers and teaching assistants that supports them as individuals to make good progress.

### The early years provision

is good

- Most children enter the Nursery class with skills typical of those for their age. The school now works more closely with parents to ensure children have a smooth start to their education. After only a few weeks at school, they settle into routines and learn to share, take turns, listen and follow instructions. Children who speak English as an additional language are well supported and, as a result, are able to quickly access the good-quality learning opportunities on offer.
- All groups of children make at least typical progress and most make good progress in the Nursery and Reception classes so they are ready for learning in Year 1. Increasing proportions of them are now reaching standards that are above what is expected by the time they leave the Reception class.
- Children behave well and become confident learners as a result of the good teaching they receive in the early years. Their spiritual, moral, social and cultural development is central to the work of the staff team and the range of activities contributes to children's increasing understanding of their world.
- Staff provide interesting opportunities for children to learn by enquiring and discovering things for themselves, especially inside the classroom. During the inspection, children in the Reception class were able to confidently describe their recent learning about senses. They used age-appropriate markings and drawings to record their investigations of familiar smells.
- The limitations of space mean that the rich and stimulating activities provided in the outdoor area are not always as easily accessible to children as they are indoors. Nevertheless, effective use is made of the space available and plans are in place to further improve access to the outdoor environment.
- As a result of training and support from leaders, staff assess children's progress more accurately across all areas of learning. Assessments are shared with parents to help effective liaison.
- Effective and improving leadership and management of the early years ensure that children are kept safe and school policies are followed. Staff and resources are increasingly well deployed and the provision for learning continues to improve.

## 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> | 108475              |
| <b>Local authority</b>         | Newcastle upon Tyne |
| <b>Inspection number</b>       | 448353              |

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

|  |                                   |
|--|-----------------------------------|
| <b>Type of school</b>                      | Primary                           |
| <b>School category</b>                     | Community                         |
| <b>Age range of pupils</b>                 | 3–11                              |
| <b>Gender of pupils</b>                    | Mixed                             |
| <b>Number of pupils on the school roll</b> | 580                               |
| <b>Appropriate authority</b>               | The governing body                |
| <b>Chair</b>                               | Pram Nayak                        |
| <b>Headteacher</b>                         | Clive Maddison                    |
| <b>Date of previous school inspection</b>  | 14 January 2010                   |
| <b>Telephone number</b>                    | 0191 2659599                      |
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