

Ravenstone Primary School

Ravenstone Street, Balham, London SW12 9SS

Inspection dates 23–24 February 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher, associate headteacher and deputy headteachers are ensuring that the school is improving rapidly.
- Leaders, including governors, are effective and are having a positive impact on teaching and how well pupils are doing.
- Teaching, learning and assessment are good. Teachers and support staff form good relationships with pupils, enabling them to manage behaviour well.
- Teachers are enthusiastic and motivate pupils to want to learn. They ensure that pupils are clear about what they are to learn next.
- The school's work to support pupils' personal development and welfare is exemplary. The school promotes respect and consideration for others very successfully, enabling pupils to become responsible and caring.
- Pupils feel very safe at school and take responsibility for helping others to stay safe.
- Pupils behave well and help each other at playtimes and with their learning.
- Children make good progress in the early years provision and become confident and willing learners.
- Pupils from differing abilities and backgrounds do well at the school because their individual needs are identified and their progress is checked rigorously.
- Parents are very pleased with the way the school has improved since the previous inspection.
- Provision for pupils' spiritual, moral, social and cultural development is strong. Pupils value each other's differences and are keen to learn about the rich cultural variety in modern Britain.

It is not yet an outstanding school because

- Teachers do not always check up on how well pupils are doing during lessons. At times, the most-able pupils in particular do not move on to work that will deepen their knowledge and understanding fully.
- Pupils are not consistently expected to correct avoidable errors in spelling and punctuation and to present their writing well. Not all written work across the curriculum is purposeful and extends learning.

Full report

What does the school need to do to improve further?

- Ensure that teachers check up on learning during lessons, so that work can be adjusted to provide greater challenge when necessary, especially for the most able.
- Increase teachers' expectations for pupils' written work by:
 - making sure that pupils take care with their handwriting and correct avoidable errors in spelling and punctuation
 - ensuring that written work across the curriculum is consistently purposeful and extends learning.

Inspection judgements

Effectiveness of leadership and management is good

- The executive headteacher, associate headteacher and deputy headteachers have provided the necessary drive and organisation to ensure that the school is improving rapidly and is now good. They have established a collaborative and aspirational culture. As a result, leaders, governors, members of staff, parents and pupils are all committed to school development, aware of what works well and are clear about what remains to be done. Parents have made positive comments such as, 'There has been a massive improvement' and 'Everything is better'.
- There are rigorous systems in place for performance management and, as a result, teaching is improving and is now good. Leaders check on the quality of teaching frequently and provide training and support as required. This enables good learning to be maintained. Teachers are very keen to learn about how they can improve their work.
- Pupils' progress is checked frequently so that any concerns can be identified early and the necessary action taken.
- Parents and pupils are positive about the work of the school and appreciate the clearer communication between school and home, and other improvements, since the previous inspection. One pupil was proud to say, 'The new Ravenstone is bursting with colour, excitement and learning.' Parents typically make comments such as, 'My child is thriving in this school.'
- The curriculum is well thought through and planned to provide a breadth and balance of activities. Literacy and numeracy are promoted well and there are good opportunities for pupils to enrich their learning by joining in with clubs and visits. The curriculum supports good learning, although not all tasks ensure that pupils consistently produce work of the standard of which they are capable across subjects.
- The additional funding for disadvantaged pupils is being used well to provide focused help. Gaps in the knowledge and understanding of these pupils are closing rapidly. They are provided with good support so that they can take a full part in all the school has to offer. Interventions are having a positive impact on learning. Provision for these pupils has improved considerably from the time of the previous inspection.
- The funding for physical education and sport is used very well to provide specialist teaching and there is a strong and successful sporting culture at the school. During the inspection, Year 6 pupils demonstrated their increasing fitness in their circuit training and flexibility in the development of their dance sequences.
- The local authority provides effective support for this school. It has helped the school to become more evaluative and has provided training as needed.
- The new middle leaders are developing their responsibilities well and are aware of how they can tackle any remaining inconsistencies in provision in the year groups or subjects they lead and manage.
- Pupils' spiritual, moral, social and cultural development is promoted strongly and consequently they are prepared well for life in modern Britain. One pupil spoke for others by saying, 'Everyone respects each other; we know about British values and we know why they are important.'
- **The governance of the school**
 - About half the governors joined the school after the previous inspection. Since that time, governors have reviewed their work and received training to enable them to provide the right level of challenge to school leaders.
 - They are knowledgeable about what works well in the school and what is being tackled next. They are fully involved in driving the school forward and planning the school's next steps.
 - Governors are fully aware of the systems in place to manage the performance of teachers and challenge leaders over their recommendations for pay increases.
 - Governors check that specific funding is being spent wisely.
- The arrangements for safeguarding are effective. The school works closely with parents to keep the pupils safe. Checks are made on the suitability of staff for working with children, thorough training is provided and pupils are involved in helping to keep others at the school safe.

Quality of teaching, learning and assessment is good

- Teachers and members of support staff have good relationships with pupils, enabling them to manage behaviour effectively. Their professionalism and enthusiasm motivates pupils and encourages and supports good behaviour for learning.
- Teachers have good knowledge of the subjects they teach and make good use of questioning to help check up on what pupils know and to clarify what they are learning. Good use is made of teachers' specialist knowledge in subjects such as physical education and music.
- Phonics (the sounds words and letters make) is taught well and supports pupils well in their reading.
- Disadvantaged pupils and those who have special educational needs or disability are given strong support in class, enabling them to learn quickly.
- Teachers' marking has improved since the previous inspection and provides clear guidance on how pupils can improve. Pupils are encouraged to respond to advice given and consequently they know how to improve their work.
- Teachers prepare work that takes into account pupils' differing starting points, although there are occasions when teachers do not adjust work during a lesson when it is clear that pupils are ready for a greater challenge. This is especially true for the most able, who are not always given the opportunity to demonstrate the depth of their knowledge.
- Teachers do not consistently have high enough expectations for the presentation of pupils' work. As a result, some writing lacks purpose, includes avoidable mistakes in spelling and punctuation, and does not show the pupils' best handwriting.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils feel very safe at school and have a very thorough knowledge about the importance of keeping safe. For example, 'Guardian Angel' week encouraged pupils to look out for each other and to help make others feel special.
- There are excellent opportunities for pupils to help and show respect for others in school. For example, peer mentors help to ensure that playtimes are safe and harmonious. As one pupil said, 'There is no bullying because we have peer mentors on the playground.'
- Parents are very pleased with pupils' personal development and the way they are kept safe at school. Instances of bullying or unkind behaviour are rare and are tackled swiftly when they arise. As one pupil said, 'If bad words are said we know who to report it to for support.'
- Pupils enjoy coming to school and grow in confidence. They develop a very strong awareness of their moral and social responsibilities, and understand the importance of British values such as democracy and respect. For example, in assembly pupils were able to reflect thoughtfully on 'putting yourself in someone else's shoes' and know that you 'don't just care about yourself, care about others'.
- Pupils are extremely proud of the way they have helped to improve the school since the previous inspection and enjoy helping to devise their class charters for positive personal behaviour. They sum up their school in words such as, 'happy', 'loving', 'caring' and 'awesome'.

Behaviour

- The behaviour of pupils is good. School information and the views of the pupils and their parents all confirm that behaviour over time is good and any disruptive behaviour is rare.
- Pupils play together purposefully and are polite and friendly.
- In lessons, pupils listen carefully, try hard and help each other. Occasionally, when work is not providing enough challenge, they lose concentration and there is a little low-level disruption.
- Attendance is slightly lower than that found nationally, although some absences are due to the medical appointments of a few pupils who have significant special educational needs or disability.

Outcomes for pupils

are good

- The majority of children are working within the levels expected for their age when they join the early years provision. In 2015, the proportion with a good level of development when they joined Year 1 was higher than that found nationally.
- Pupils in Year 1 did well in the phonics screening check and attainment was above average overall by the end of Year 2.
- Attainment is broadly average by the end of Year 6, including in reading, writing and mathematics. The overall attainment of these older pupils is affected by there being more pupils who have significant special educational needs or disability in these year groups. In addition, there remains some underachievement from the time of the previous inspection for disadvantaged pupils. Nevertheless, rates of progress are improving quickly for all groups, and progress is now good across the school. Pupils are prepared well for the next stage of education.
- Pupils who have special educational needs or disability do well because their specific needs are identified quickly and there is a clear structure in place to ensure that they get the extra help they need.
- Disadvantaged pupils are making good progress and the remaining gaps in attainment between them and other pupils nationally are closing swiftly.
- Pupils who are learning to speak English as an additional language do so rapidly because they are supported well in class and by other pupils.
- The most-able pupils do well over time, although there are occasions when they are not moved on in their learning quickly enough, so that they can deepen their knowledge and understanding within a lesson.
- Pupils' writing is not consistently of a high enough quality because pupils make avoidable mistakes in their spelling and punctuation and do not always remember to write neatly. In addition, written tasks are not consistently purposeful and challenging across the curriculum.

Early years provision

is good

- Leaders have had a positive impact on the development of early years provision and ensure that the children are kept safe, feel safe and learn well.
- Good relationships between members of staff ensure that they work together well to plan and provide interesting and motivating activities across the curriculum. As a result, children enjoy learning and are keen to explore and find things out for themselves.
- Children behave well, are good at taking turns and persevere with their tasks. They form good relationships and are keen to help others. For example, in the Nursery one child said to another, 'I'll help you', when they saw that the child was struggling to put paper on an easel.
- The school works closely with parents to support the children and to check up on how well they are learning. Members of staff keep accurate assessments of how well the children are doing and use these to help plan their next steps.
- Children, including the disadvantaged, make good progress, and attainment is above average by the time they join Year 1. Children are prepared well academically and socially for the next stage of their education. They concentrate well, use a wide range of vocabulary in their speech and become confident.
- While most members of staff use questioning well to help move the children on with their learning, there are occasions when this is less skilful. When this happens, children are not encouraged well enough to share their ideas and talk about their learning.

School details

Unique reference number	101017
Local authority	Wandsworth
Inspection number	10001962

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	401
Appropriate authority	The governing body
Chair	Leah Milton
Headteacher	Ann-Marie Grant (executive headteacher)
Telephone number	0208 673 0594
Website	www.ravenstoneschool.co.uk
Email address	info@ravenstone.wandsworth.sch.uk
Date of previous inspection	9–10 October 2013

Information about this school

- Ravenstone is larger than the average-sized primary school. There is a Nursery and two Reception classes in the early years provision.
- There is a well above-average proportion of pupils who speak English as an additional language. Only a few are at the early stages of learning to speak English. Pupils come from a variety of ethnic backgrounds, and speak a wide range of languages.
- The proportion of pupils for whom the school receives the pupil premium is broadly average. This is additional funding for disadvantaged pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is broadly average, although these pupils are not evenly spread across the school and several have significant needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- The executive headteacher and the associate headteacher also lead and manage another school in the area. They have been in charge of this school since December 2014.

Information about this inspection

- The inspection team observed teaching and learning in 20 lessons, nine jointly with the executive headteacher or the associate headteacher.
- Meetings were held with leaders, other members of staff, pupils, a member of the local authority and members of the governing body.
- The inspection team took into account the 158 responses to Ofsted's online questionnaire, Parent View, and a letter from a parent, and held informal discussions with a number of parents. Surveys completed by 43 members of staff and 38 pupils were scrutinised.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents and checks on the quality of teaching. Inspectors also looked at the school development plan and records relating to behaviour, attendance and safeguarding procedures.

Inspection team

Alison Cartlidge, lead inspector	Ofsted Inspector
Rekha Bhakoo	Ofsted Inspector
Thomas Canning	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

