

Ravensbury Community School

Tartan Street, Clayton, Manchester M11 4EG

Inspection dates

10–11 October 2017

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

Summary of key findings for parents and pupils

This is an outstanding school

- Ravensbury Community School lives up to its motto: 'We create. We explore. We care. We soar.'
- The care that staff provide for pupils is exemplary. Pupils thrive in a nurturing environment in which they are safe and happy.
- The headteacher ensures that there is a relentless focus on raising pupils' aspirations and achievement. Leaders do everything that they can to break down any barriers to learning and improve pupils' life chances.
- Pupils make outstanding progress, often from very low starting points. At the end of key stages 1 and 2, pupils attain above-average standards.
- Leaders, teachers and support staff ensure that they meet all pupils' needs to enable them to learn effectively. As a result, disadvantaged pupils, those who have special educational needs and/or disabilities and pupils who speak English as an additional language make rapid progress.
- The headteacher shows the same care for her staff as she does her pupils. She inspires and empowers her staff. Consequently, they are overwhelmingly positive about her leadership.
- This same care is shown to parents who value enormously the support that they receive from staff in school.
- Governors are highly committed and know the school well. They have relevant skills and expertise and have played a significant part in driving further improvements.
- Highly skilled teachers create a purposeful learning environment in which pupils flourish. They have strong subject knowledge. They use effective questioning to promote learning and progress.
- Pupils' attitudes to learning contribute significantly to their excellent progress. They behave well in their lessons, routinely supporting each other with their learning.
- The highly effective curriculum provides rich opportunities to deepen pupils' knowledge, skills and understanding. Leaders have planned the curriculum so that pupils can see the connections in what and how they are learning.
- Leaders are aware that the tracking and assessing of pupils' learning in other subjects is not as strong as it is in English and mathematics.
- The outstanding provision in early years means that children benefit from an excellent start to their education. An average proportion of children achieve a good level of development. Given their starting points, this represents rapid progress.

Full report

What does the school need to do to improve further?

- Strengthen further the way that leaders and teachers track and assess pupils' learning in subjects other than English and mathematics.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Ravensbury's motto absolutely captures what is so special about this school. Leaders are creative and constantly explore new ways to improve pupils' experiences in school. They model this way of working to their staff and pupils, who in turn strive to achieve their very best. The care that pupils receive is exemplary, and in this nurturing environment they thrive and make outstanding progress.
- The headteacher only took up her post in September 2017. However, she was part of the senior leadership team that has driven the improvements since the last inspection, taking the school from good to outstanding. Everything that she does puts the best interests of pupils at the absolute centre. As she states, 'Our children won't get today again.' She is determined that pupils who come to this school will have the very best education. She inspires and empowers her staff to realise this vision.
- Strong leadership at all levels is a hallmark of this school. Middle leaders demonstrate the same passion and determination as senior leaders. Leadership of English and mathematics is outstanding. Leaders of these subjects demonstrate an impressive knowledge and understanding of their respective areas. They have ensured that all staff have been trained effectively to deliver the demands of the new curriculum. This has made a significant contribution to the high outcomes in recent years. It is refreshing to see how important it is to these leaders that they foster a love of learning in their pupils.
- The concept of connectedness is very much at the heart of the school's curriculum. Leaders are able to articulate the very clear rationale for their curriculum, which is not only broad and balanced, but exciting and creative. Pupils learn history, geography, design technology, art and music through the school's bespoke 'connected curriculum'. When strong links can be made, science, computing and religious education are also taught through this programme.
- Inspection evidence shows that the 'connected curriculum' is successful in fostering pupils' love of learning and deepening their knowledge, understanding and skills. Leaders are aware that they need to develop further the way that they track and assess pupils' learning in each of the subjects covered in this programme.
- The 'connected curriculum' provides excellent opportunities for pupils' spiritual, moral, cultural and social (SMSC) development in the way that it encourages them to open their minds to possibilities through open-ended questions. One such question that pupils grapple with is 'Should we be responsible for providing clean water to other countries who do not have it?'
- Leaders are extremely adept at using assessment information to identify any areas that require improvement. Actions that they take are not 'quick fix', superficial solutions. They are not afraid to ask big questions about teaching and the curriculum. For example, following underperformance in reading two years ago, leaders made some radical changes to the way in which this was taught across the school. Their impact can be seen in all year groups in which more pupils are reaching higher levels in reading.

- The broad range of opportunities for enrichment that exists also makes a significant contribution to pupils' SMSC development. Leaders are keen to broaden all pupils' horizons. Each half-term, every class welcomes an external visitor or undertakes an off-site visit. For example, Year 5 pupils recently visited a local canal as part of their study of Victorian transport. Visiting teachers in art and music deliver lessons in school every week, which ensures that all pupils have the opportunity to really develop their skills in these areas.
- Leaders encourage pupils to have a voice in their education, and their views are sought regularly. Pupils are encouraged to put themselves forward for election to be house captains or members of the school council or eco-team.
- Everyone at Ravensbury is valued as a unique individual, and the school's diverse community is celebrated. Relationships are based on mutual respect. Pupils were keen to tell the inspector that, 'There is no racism in this school.' The headteacher recently attended training on the aspect of diversity related to sexual orientation and gender identity. She plans to train all staff further in this area to ensure that all pupils can see themselves and their different families reflected and celebrated throughout the curriculum.
- A high priority for leaders is that pupils are able to make a smooth and successful transition from one year to the next, particularly when this involves moving up to another key stage. They know that this is important for all pupils but particularly for those who are vulnerable.
- Leaders are very skilled at identifying any barriers to pupils' learning and taking swift and appropriate action to overcome these. They use the pupil premium funding very effectively to enable disadvantaged pupils to fulfil their potential. This means that disadvantaged pupils at Ravensbury achieve as well as or better than other pupils nationally.
- The funding for pupils who have special educational needs and/or disabilities is also used very effectively. This contributes significantly to the outstanding progress that these pupils make during their time in school.
- Leaders ensure that pupils who speak English as an additional language receive appropriate support. Leadership of this area is strong. Effective strategies are used to help these pupils. As a result, they make very strong progress.
- The physical education and sport funding for primary schools is used very well. The four-year action plan for this area has had a positive impact. For example, employing a qualified coach has enhanced extra-curricular sports activities. These activities have encouraged participation and developed sporting talent. Professional development for staff means that they are more confident about their teaching in this area.
- Staff feel valued and are overwhelmingly positive about the leadership of the school. A highly effective ongoing training programme means that there are plenty of opportunities for staff to hone their practice. Procedures for evaluating teachers' performance are robust and carried out in a very supportive way.
- Parents speak very highly of the leadership of the school. Many parents were keen to talk to inspectors at the start of the day to praise the school. They are particularly appreciative of the support that they receive from staff in school, particularly the parental support adviser.

Governance of the school

- Members of the governing body have a range of relevant skills and expertise. They are a very reflective group who have challenged themselves over recent years to ensure that they are supporting and challenging leaders effectively. Their work has contributed significantly to the school's improvement since the last inspection.
- Governors have an accurate overview of the many strengths and small number of areas that require further improvement in the school. They work very effectively alongside senior leaders to provide clear strategic direction.

Safeguarding

- The arrangements for safeguarding are effective. The work that the school does to keep its pupils safe is of a very high standard. Leaders have created a strong culture of safeguarding in which pupils feel safe, valued and happy.
- All safeguarding arrangements are fit for purpose, including protocols and practices for record-keeping. Systems to ensure that only suitable people are recruited to work with pupils in school are secure. Staff receive regular training on potential areas of risk for pupils. Staff know what to do should they have any concerns. Leaders engage very effectively with parents on safeguarding issues.

Quality of teaching, learning and assessment

Outstanding

- Pupils across the school benefit from high-quality teaching. Teachers have extremely high expectations of what their pupils can achieve. This means that, during their time at Ravensbury, pupils make exceptional progress and attain very high standards.
- Teachers ensure that their classrooms are wonderful places of learning. The purposeful learning environment is palpable across the whole school. There is a buzz of excitement that comes from pupils' enthusiasm about their learning.
- Teachers have a strong presence in the classroom. Pupils feel safe, happy and confident, which helps them to learn. Teachers use their passion and excellent subject knowledge to inspire and motivate their pupils.
- The way that teachers use questioning to check and develop pupils' understanding is a particular strength of the school. Pupils are constantly encouraged to enquire and reflect on all aspects of the curriculum.
- Beautiful displays around the school showcase the high standard of pupils' work. High-quality displays in classrooms make a very positive contribution to the learning environment and provide inspiration and guidance to pupils.
- Pupils value the positive relationships that they have with their teachers and these make a strong contribution to the quality of learning. Pupils who spoke with inspectors described their teachers as 'kind' and 'helpful'. Teachers know their pupils extremely well, which helps them to meet, and often anticipate, their needs.
- Teaching assistants throughout the school support pupils' learning very effectively.

Pupils make better progress as a result of the skilful way that teaching assistants work with them.

- Leaders have developed a very effective system to assess pupils' progress in English and mathematics. Internal and external moderation ensures that teachers' assessments in these subjects are accurate. Leaders ensure that this information is used well to inform future teaching.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Ravensbury School is a haven, particularly for vulnerable pupils and those facing challenging circumstances. The welfare and well-being of all pupils is at the very heart of this school. There is a genuine warmth between staff and pupils, and relationships are strong. Pupils know that adults in school care about them and they value this. The very caring environment is summed up in this pupil's comment: 'There are lots of people you can count on here if you are upset.'
- The care and well-being of vulnerable pupils is of paramount importance. Leaders provide a wide range of support and enrichment for them. For example, the school employs a play therapist and art therapist to work with pupils and their families. Pupils also have the opportunity to work alongside a gardener in the school garden.
- The parental support adviser goes 'above and beyond' in the way that she supports pupils and their families. She helps families to overcome a range of difficulties, which means that pupils can attend school regularly and thrive once they are here. Parents trust her and know that she wants the very best for their children.
- Pupils are very caring of each other. During lessons, they are keen to offer help and support to each other with their learning. The pupils who spoke with inspectors said that bullying is rare, and, when it does happen, 'It gets sorted out.'
- Pupils are taught how to keep themselves healthy and how to stay safe, including when they are online. Parents are also invited into school to attend sessions to develop their own understanding of these important areas.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils are very friendly and polite. Throughout the school day, pupils, including the youngest ones, behave in a sensible and calm manner. They socialise well and show respect to each other and staff.
- Pupils are eager to learn. They are highly attentive to the teachers and other adults in their lessons. Their very positive attitude to learning is one of the main reasons why they make such rapid progress.
- The way that leaders support the very small number of pupils who demonstrate challenging behaviour is extremely impressive. Leaders have a deep understanding of

the circumstances that contribute to each pupil's behaviour and they use a range of strategies to help them. The play therapist provides training for all staff to ensure that they are skilled in understanding and dealing with any challenging behaviour.

- Overall attendance is in line with the national average. Staff provide an impressive range of support to those pupils who have severe medical conditions and other complex needs to ensure that they attend school regularly.

Outcomes for pupils

Outstanding

- Pupils' outcomes have improved since the last inspection. Throughout their time in school, pupils make outstanding progress, often from very low starting points. The provisional data for 2017 shows that at the end of key stages 1 and 2, pupils attain above-average standards. This data indicates that in mathematics pupils' progress is in the top 10% of schools nationally.
- All groups of pupils make excellent progress from their starting points. This is particularly the case for the high proportion of disadvantaged pupils who attend the school. Leaders are very skilled in identifying any barriers to learning that these pupils might encounter and they use the pupil premium funding very effectively to overcome them. Consequently, disadvantaged pupils achieve at least as well as others nationally.
- The high proportion of pupils who speak English as an additional language is supported very well from the moment when they enter the school. As a result, these pupils make rapid progress, often at a quicker rate than others.
- Pupils who have special educational needs and/or disabilities also receive high-quality support. Leaders accurately identify their specific needs and are adept at providing the appropriate support to enable these pupils to overcome any barriers to learning. This means that, in all year groups, pupils who have special educational needs and/or disabilities make strong progress, often at a quicker rate than others.
- In 2016, leaders identified that not enough of the most able pupils in key stage 1 were reaching high standards in reading, writing and mathematics. Ensuring that there was enough challenge for the most able pupils has consequently been a key focus for leaders over the last year. This has clearly had an impact, and a much higher number of pupils achieved high standards at the end of key stage 1 in 2017. The success of this focus can be seen throughout the school, with an increased number of pupils working at high levels in all year groups.
- The school's detailed assessment information shows that pupils in all year groups are making strong progress. Work seen in pupils' books confirms that this is accurate.
- The progress that pupils make in phonics is excellent. The proportion of pupils who have reached the expected standard in the Year 1 phonics check has been above the national average for the last three years. The figure has also increased each year. This means that pupils have a strong foundation to become very successful readers. Leaders have created a culture that encourages a love of reading. Pupils spoke enthusiastically about reading, summed up by a key stage 1 pupil: 'I love reading. It's just great.' Pupils benefit greatly from having access to a well-stocked library.

Early years provision

Outstanding

- Leadership of the early years is outstanding. Leaders have very high expectations of what all children can achieve. Leaders have an accurate understanding of the many strengths across the provision and are constantly seeking to make further improvements. They have developed a culture of learning from each other. Best practice is shared, and there is a focus on continuing professional development for all staff.
- Leaders understand the importance of effective transition for children, not just when they start school but from Nursery to Reception and then on to Year 1. Parents value this and the positive impact that it has on their children's confidence. Parents spoke very highly about all aspects of the provision, particularly how caring and supportive the staff are. They are kept well informed about their children's progress.
- A high proportion of children enter Nursery with knowledge, skills and understanding that are below those typical for their age. Staff quickly identify children's learning and development requirements and ensure that these are provided. The rapid progress that children make in Nursery means that they are well prepared to move up into Reception. The proportion of pupils who reach a good level of development by the end of Reception has been in line with the national average for the last three years. The figure has also increased each year.
- Leaders make very effective use of the early years pupil premium funding. They have identified that the main barriers to learning for disadvantaged children relate to their language development and behavioural issues. Staff with specialised training in these areas work very effectively with identified children. As a result, disadvantaged children make outstanding progress. In 2017, the proportion of disadvantaged children that reached a good level of development was higher than others nationally.
- Leaders very effectively identify and support children who have special educational needs and/or disabilities. Consequently, these children make excellent progress.
- Children benefit from high-quality teaching in the early years. Teachers provide exciting opportunities for children to work on their own and with others. Developing children's language skills is a high priority. Staff use questioning skilfully to deepen children's understanding. Staff also focus on developing children's physical skills. A rich and varied learning environment provides many fun learning activities for children, both indoors and outdoors.
- Teachers' assessment and tracking of children's progress is of a very high quality. This information is used effectively to plan a curriculum that meets the learning needs of individual children.
- The excellent relationships that exist between adults and children reflect the strong emphasis on creating a caring and nurturing environment. Children respond positively to the very high behaviour standards that are expected of them. They behave sensibly and show kindness to each other. Adults foster in children a real love of learning. Consequently, children are attentive and responsive, and eager to learn.
- Safeguarding arrangements in the early years are effective. All statutory welfare requirements are met. Well-established routines contribute to the children's ongoing safety and welfare.

School details

Unique reference number	105449
Local authority	Manchester
Inspection number	10036705

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.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	455
Appropriate authority	The governing body
Chair	Josie Elson
Headteacher	Mrs Maureen Hughes
Telephone number	01612 230370
Website	www.ravensbury.manchester.sch.uk
Email address	head@ravensbury.manchester.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- This is a much larger than average-sized primary school.
- The proportion of disadvantaged pupils is well above the national average.
- The proportion of pupils from minority ethnic groups and those who speak English as an additional language is well above the national average.
- The proportion of pupils who are supported because they have special educational needs and/or disabilities is above the national average. The proportion of pupils who have an education, health and care plan is similar to the national average.
- The school meets requirements on the publication of specified information on its website.
- In 2016, the school met the government's floor standards. These standards set the minimum expectation for pupils' attainment and progress in English and mathematics

by the end of Year 6.

- The headteacher has been in post since September 2017. Prior to this, she was the deputy headteacher.

Information about this inspection

- Inspectors observed teaching and learning in all classes, including carrying out some joint observations with senior leaders. Inspectors also carried out work scrutinies with senior leaders.
- Inspectors met with two groups of pupils. They also talked with others informally around the school. Discussions were held with staff, including senior and middle leaders. A meeting was held with three members of the governing body including the chair and vice chair. The lead inspector had a telephone conversation with a representative from the local authority.
- Inspectors took account of the three written responses to Ofsted’s online ‘Parent View’ survey. There were only nine responses overall on Parent View, which was too small a number to display the results. Inspectors spoke with parents at the start of the school day.
- Inspectors took account of the 28 responses to Ofsted’s online staff questionnaire. They also took account of the three responses to Ofsted’s online questionnaire for pupils.
- Inspectors scrutinised a range of documents. These included the school’s self-evaluation and development plan, information about the school’s performance and a selection of policies, including those relating to safeguarding.

Inspection team

Anne Seneviratne, lead inspector	Her Majesty’s Inspector
Julie Kynaston	Her Majesty’s Inspector
Simon Hunter	Her Majesty’s Inspector
Gill Pritchard	Her Majesty’s Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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