

Ravensdale Infant and Nursery School

Devonshire Drive, Mickleover, Derby, Derbyshire DE3 9HE

Inspection dates

27–28 June 2018

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	Good

Summary of key findings for parents and pupils

This is a good school

- Leaders' drive and ambition have created a culture of continuing improvement. Standards are improving.
- The headteacher, staff and the governing body have created a culture and ethos of care and respect. Relationships in the school are very positive.
- Teachers expect and encourage pupils to work with positive attitudes to their learning. This helps pupils to make good progress.
- Outcomes are improving. The proportion of pupils achieving the expected standard in reading, writing and mathematics at the end of key stage 1 is improving over time.
- Leaders are far-sighted and committed to equipping pupils for the next stage of their education. Leaders ensure that transitions between different phases of pupils' education are effective.
- Leaders make increasingly effective use of the additional funding for pupils who have special educational needs (SEN) and/or disabilities, the pupil premium funding and funding for physical education and sports.
- Teachers are enthusiastic and engage the pupils' interest. They skilfully question pupils to check their understanding and deepen their thinking.
- Pupils behave and conduct themselves very well.
- Pupils' personal development and welfare are good. Leaders have achieved a balanced approach to promoting pupils' academic, personal and physical skills.
- Staff promote pupils' understanding of healthy eating and lifestyles very successfully.
- Children make a good start to their education in the early years. Provision is well led and organised. Children make good progress.
- The proportion of pupils achieving greater depth has increased in reading and particularly writing. However, in mathematics it has remained the same.
- Teachers do not ensure consistently that pupils have sufficient opportunities to improve their problem-solving and reasoning skills.
- Teachers sometimes do not match work carefully to pupils' needs. Some pupils, particularly the most able, do not make the progress of which they are capable.
- Leaders' plans for improvement are not sufficiently sharply focused to more effectively hold staff to account. Improvements in some areas are not as rapid as they could be.

Full report

What does the school need to do to improve further?

- Leaders and those responsible for governance should ensure that:
 - they are sharper in their analysis of the school’s performance and identify with greater precision priorities for improvement
 - their plans for improvement identify focused, measurable outcomes
 - they more regularly and rigorously check standards to more effectively hold staff to account.
- Improve the quality of teaching, learning and assessment by ensuring that all teachers:
 - accurately match work to pupils’ needs so that all pupils, particularly the most able, make the progress of which they are capable
 - ensure that pupils develop problem-solving and reasoning skills in mathematics so that more pupils attain greater depth.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has successfully developed a vision that is shared by the governing body and staff to bring about continuing improvements to the school. She has created a collegiate approach and a climate of trust in which all can thrive. This has energised those around her. Pupils' outcomes are improving.
- Leaders value the importance of training to improve the skills of staff. They have ensured that staff are regularly trained in safeguarding and curriculum subjects. Leaders have also established increasingly close links with a partner junior school which is contributing to improved moderation of standards and transition arrangements.
- The headteacher has created an understanding that although pupils begin their education at Ravensdale, they need to be equipped for learning far beyond. Leaders have developed a clear view of how the curriculum should support pupils' academic and social development. They have taken action to develop their vision of experiential learning, for example by investing in well-thought-through outdoor provision.
- Middle and subject leaders, many of whom are new to their roles, are positive and enthusiastic. They are developing their expertise in evaluating standards and supporting other staff to bring about improvements in their areas of responsibility.
- Staff promote pupils' spiritual, moral, social and cultural development well. Staff have organised the curriculum to ensure that pupils learn about different cultures and religions. Regular Thursday 'faith story' sessions help pupils to understand similarities and differences in a range of beliefs and views of the world. Pupils' study of celebrations such as the Royal Wedding gives them an understanding of British values, culture and heritage.
- Leaders and the governing body are committed to championing disadvantaged pupils. Leaders ensure that extra teaching is focused on those pupils who need most support. Staff carefully assess possible barriers to pupils' learning. The leader for the use of the pupil premium has a clear vision to bring about further improvement to ensure that the funding is carefully targeted and results in improvement. The pupil premium is used effectively, and this is contributing to disadvantaged pupils making stronger progress than before in many areas.
- Leaders use the additional funding for physical education and sports thoughtfully to improve the quality of teaching of physical education and sports and to educate pupils for the future. The use of the funding is closely linked to the school's cohesive actions to promote healthy lifestyles. For example, funds have been invested in a morning club and climbing equipment to teach physical literacy.
- The local authority has provided effective external support, particularly in regard to ensuring that the school works with local authority services, for example to support staffing and recruitment arrangements.
- Parents and carers who spoke with the inspectors or who responded to Ofsted's online questionnaire, Parent View, were nearly unanimous in their praise for all aspects of the school's work. Parents say that their children are taught well and are making good

progress. They refer to the caring teachers and say that the school is effective in keeping pupils safe. The very large majority say that the school is well led and managed.

- Leaders have a good grasp of the school's strengths and the aspects in which it can improve. They are able to bring about improvements in areas in which they focus, for example improving pupils' achievement in phonics and writing. Their improvement plans, however, do not focus sharply enough on raising the attainment of specific groups of pupils, thereby holding staff to account more effectively and driving even more rapid improvement.
- Leaders ensure that staff receive training to continually develop their expertise. Leaders have ensured that effective systems for the management of teachers' performance are in place. This helps to improve the quality of teaching, learning, assessment and leadership in line with the school's development priorities. However, leaders and the governing body are not as rigorous as they could be in checking the impact of their actions.
- Leaders and the coordinator for pupils who have SEN and/or disabilities ensure that additional funding is used wisely. The coordinator is knowledgeable and carefully identifies and reviews pupils' needs. As a result of leaders' effective systems, engagement with parents and, where relevant, the involvement of outside agencies, pupils who have SEN and/or disabilities make good progress from their starting points. However, leaders recognise that, again, they are not as rigorous as they could be in checking the impact of their interventions to support pupils' learning.

Governance of the school

- The knowledgeable governing body is well trained and committed to improving its effectiveness in supporting and challenging leaders. The governing body worked with staff to create the school action plan, which has helped to create the school's shared sense of vision and direction.
- Members of the governing body regularly visit the school to review standards and meet staff, for example to check arrangements for safeguarding or to deepen their understanding of the use of the pupil premium or standards in the early years. This enables the governing body to challenge leaders more effectively.
- The governing body has been proactive in ensuring the high profile of disadvantaged pupils. It is increasingly aware of its responsibilities in holding leaders to account to ensure that additional funding has the maximum impact on improving pupils' outcomes. Governors are increasingly asking for evidence of impact.
- The governing body works effectively with leaders to make informed, carefully considered decisions, for example when recruiting staff or considering the next stages of the school's development.

Safeguarding

- The arrangements for safeguarding are effective. The strong culture of safeguarding is reflected in the very positive views of parents. Relationships in the school are based on an ethos of mutual respect that is shared by staff, pupils and the governing body.

- Staff and the governing body receive up-to-date safeguarding training and are vigilant in their work to ensure that pupils are safe.
- Recruitment processes are thorough. All required checks are completed and recorded. Members of the governing body have received safeguarding and safer recruitment training.
- Procedures for reporting concerns and record-keeping are thorough, and leaders are tenacious in resolving concerns raised. Leaders take swift action, including the involvement of external agencies, where there are concerns about pupils' welfare.
- Pupils say that they feel safe, and parents say that the school keeps their children safe.

Quality of teaching, learning and assessment

Good

- Teachers are positive and enthusiastic. Teachers expect and encourage all pupils to work with positive attitudes to their learning. Pupils are eager to improve their work. This helps pupils to make good progress.
- Teachers use their secure subject knowledge to plan lessons that are well organised, sustain pupils' interest and support pupils' learning. Pupils spoke with enthusiasm of how they had enjoyed their 'Land Ahoy' topic, in which they had designed treasure maps. In lessons observed by the inspectors, teachers often used interesting teaching strategies to engage pupils in learning.
- The teaching of phonics is effective. Teachers teach pupils to be confident readers who have a range of strategies for reading new or unfamiliar words. Teachers ensure that pupils can apply and use their phonics skills in their reading and writing, and have a good understanding of what they are reading.
- Teachers show pupils how to improve the quality of their writing. Work in pupils' books shows how teachers provide meaningful contexts to help pupils complete high-quality writing in a range of subjects.
- Pupils behave very well in lessons. They listen carefully, work hard and apply themselves to all that is asked of them. They are confident sharing their ideas, and teachers have high expectations of pupils to collaborate to support their learning.
- Parents commented positively about the homework which teachers set to consolidate or extend pupils' learning.
- Teachers generally deploy teaching assistants thoughtfully. Teaching assistants are most effective when supporting the learning of groups or individuals.
- Teachers often use information about what pupils already know to identify the next steps in their learning. Teachers are skilled in asking questions to check pupils' understanding and to push their thinking. In some lessons, teachers are effective at reshaping tasks in response to pupils' learning. However, this is not consistent. Sometimes, teachers do not match work well enough to pupils' needs or move the most able on to more challenging work quickly enough.
- In mathematics, teachers ensure that pupils understand the most important ideas and develop their calculation skills well. However, the frequency and quality of the opportunities that teachers provide for pupils to improve their problem-solving and

reasoning skills are inconsistent.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils work well together and collaborate effectively. Inspectors saw many instances in which pupils in all classes supported each other's learning. Classrooms provide a safe environment in which pupils show confidence and are keen to answer questions and offer contributions. Relationships are very positive.
- Pupils show respect for the ideas and views of others. There is an ethos of mutual respect. Inspectors observed a lesson, for example, in which a pupil explained clearly, confidently and maturely, facts he and his group had discovered about Brazil. Recognising the quality of his answer, many pupils provided spontaneous applause.
- Pupils enjoy the roles and responsibilities the school offers them, for example the classroom 'helping hands', the lunchtime 'mini-helpers' and the school council, who were involved in decisions regarding the recent development of the outdoor areas.
- Pupils are proud of their school, respect their teachers and generally take pride in their work.
- Pupils are taught how to keep themselves safe, in terms of 'stranger danger' or when online. Pupils and staff say that bullying is very rare.

Behaviour

- The behaviour of pupils is good. Pupils are well mannered, friendly and conduct themselves sensibly at all times of the school day.
- Pupils are aware of the school's rules and systems for promoting positive behaviours. They are taught to make responsible choices. Leaders record incidents of poor behaviour very carefully. Pupils are emphatic that their teachers will rapidly resolve any concerns they may have.
- Pupils have very positive attitudes to learning. Pupils, including the very youngest, show concentration and perseverance. Pupils only lose focus when work is not matched carefully enough to their learning needs.
- Attendance is below, but close to, the national average for primary schools, including for disadvantaged pupils. Leaders take a wide range of actions to emphasise the importance of attendance to parents. They have developed a range of positive rewards, such as the recent Derby Sports Partnership visit. Punctuality has improved. Leaders and the governing body are taking all reasonable steps to improve attendance.

Outcomes for pupils

Good

- Pupils' work and school information show that pupils in key stage 1, including those who are disadvantaged, are making increasingly strong progress from their starting points. Consequently, pupils' attainment is improving over time. The proportion of pupils achieving the expected standards in reading, writing and mathematics at the end of key stage 1 have improved in recent years. Current school information shows that this trend has continued in 2018.
- Pupils complete work of a good standard in a range of subjects. In their writing, there is compelling evidence that teaching enables pupils to improve their spelling, handwriting, use of vocabulary and writing of increasingly sophisticated sentences. Pupils make progress in writing which is often at least good. The quality of pupils' extended writing increases over time.
- Pupils, including those who are disadvantaged, achieve well in phonics. The proportion of pupils achieving the required standard in the Year 1 phonics screening check has been close to or above the national average for the last two years. Pupils whom inspectors heard read, but who had not met the standard previously, read with confidence. Pupils are able to apply their phonics skills in their writing. This reflects leaders' focus on improving standards in phonics.
- Leaders and teachers quickly identify pupils who need help to catch up. The pupil premium is used effectively to ensure that disadvantaged pupils make good progress. Pupils who have SEN and/or disabilities make good progress from their starting points. Pupils are well prepared for the next stages of their education.
- The proportion of pupils achieving greater depth has increased in 2018 in reading and, particularly, writing. Teachers help pupils to develop a secure understanding, over time, of the most important ideas in mathematics. However, the proportion of pupils achieving greater depth in mathematics has remained the same this year as in 2017, and is below that seen nationally.

Early years provision

Good

- The majority of children join the early years with skills that are below those typically seen for their age. From their starting points, the majority of children, including those who are disadvantaged, make at least good progress. Consequently, the proportion of children who achieve a good level of development by the end of the early years has been close to or exceeded the national average for the last two years.
- Pupils behave very well in the early years. Staff have ensured that routines are well established. Children are confident and self-assured.
- Staff promote children's personal development very well. They ensure that children are purposeful and able to maintain concentration. Staff encourage children to choose ways to do things and develop their social skills. Inspectors observed children, for example, carefully making tape measures. Another group of children collaborated excitedly to enact an erupting volcano with sand and water. Children enjoy learning and are respectful of each other.

- The early years leader has ensured that consistent, effective assessment practices are in place in the Nursery and Reception classes. Leaders ensure that staff receive comprehensive training to support this. Staff assess children's learning across the different areas of learning and identify those aspects in which children need to improve.
- The leader for the early years has improved transition arrangements between other settings and the Nursery class, and from the end of the early years into Year 1. Teachers check children's learning and development needs carefully on entry to the early years and use this information to plan the next steps in their learning. Parents contribute willingly to children's baseline assessments. This gives staff valuable information about children's learning and personal development.
- Teaching is good in the early years. The learning environment is stimulating and provides opportunities for children to learn across the different areas of learning, both indoors and outdoors. Teachers and other adults use questioning effectively to take children's learning forward. However, some activities and teaching are not as well planned as they could be to provide greater challenge, including for the most able, to help children develop as inquisitive learners and help them think more critically.
- The leader of the early years is committed, capable and knowledgeable. She understands the strengths and areas in which teaching and the curriculum need to improve. For example, reading was identified as a weaker aspect at the beginning of the year. A range of actions such as the 'reading rocket' initiative have contributed to improved outcomes in reading. However, leaders' analysis and plans for improvement are not as sharp as they could be to drive more focused and rapid improvements.
- All the early years safeguarding requirements are effective, and statutory requirements are met.

School details

Unique reference number	112759
Local authority	Derby
Inspection number	10047375

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 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	302
Appropriate authority	The governing body
Chair	Mr Keith Howells
Headteacher	Mrs Lorna Blanchenot
Telephone number	01332 513862
Website	www.ravensdalei.derby.sch.uk/
Email address	admin@ravensdalei.derby.sch.uk
Date of previous inspection	17–18 September 2013

Information about this school

- Ravensdale Infant and Nursery School is larger than an average-sized primary school. Classes are organised into a Nursery class and three Reception, Year 1 and Year 2 classes.
- The former deputy headteacher was appointed to the substantive post of headteacher in November 2017. The deputy headteacher was appointed in May 2018.
- The proportions of pupils from minority ethnic backgrounds and who speak English as an additional language are above those seen nationally.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils who have SEN and/or disabilities is below the national average.
- A breakfast club is operated by the school during term time.

Information about this inspection

- The inspectors observed lessons in every class, including the teaching of phonics. The headteacher or deputy headteacher accompanied inspectors to some lessons. The inspectors scrutinised pupils' work with leaders and spoke with pupils to evaluate the quality of their learning. The inspectors met with a group of pupils and listened to pupils read. A range of documents were scrutinised, including those relating to safeguarding, behaviour, attendance, the quality of teaching, learning and assessment, pupils' attainment and progress, and staff performance. The inspectors looked at plans for improvement as well as leaders' evaluation of the school's performance. The inspectors also considered the range and quality of information provided on the school's website.
- The inspectors held meetings with the headteacher, the deputy headteacher, subject leaders, the leader for the early years and the coordinator for the provision for pupils who have SEN and/or disabilities. The inspectors also met with members of the governing body and spoke with a representative of the local authority. Discussions explored a wide range of subjects, including safeguarding arrangements.
- The inspectors spoke with parents informally at the start of the school day. They also took into account 42 responses to Parent View and free-text responses, as well as the 27 responses to the staff questionnaire. There were no responses to the pupil questionnaire.

Inspection team

Stephen McMullan, lead inspector	Senior Her Majesty's Inspector
John Lawson	Her Majesty's Inspector
Pete Strauss	Ofsted Inspector

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